

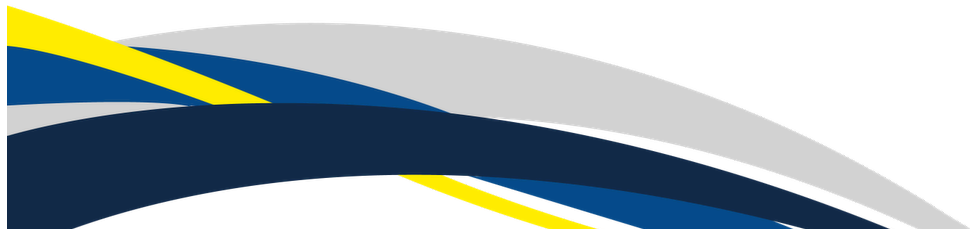
Immersion Phase Class of 2019

Feb 15, 2017




Meeting Goals


- Describe the Immersion Phase overarching goals and course types
- View the graduation requirements
- Discuss LC, Research and FHD requirements
- Discuss the upcoming timeline




Curriculum 2.0: Immersion Phase

A highly individualized post-clerkship phase that uses clinical context to build upon prior learning

Advanced Clinical Experiences 
rigorous clinical rotations

Integrated Science Courses 
mixed didactic and clinical experiences

Acting Internships 
supervised intern-level responsibilities

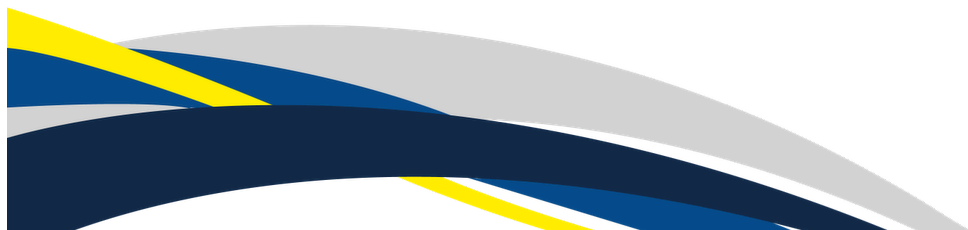
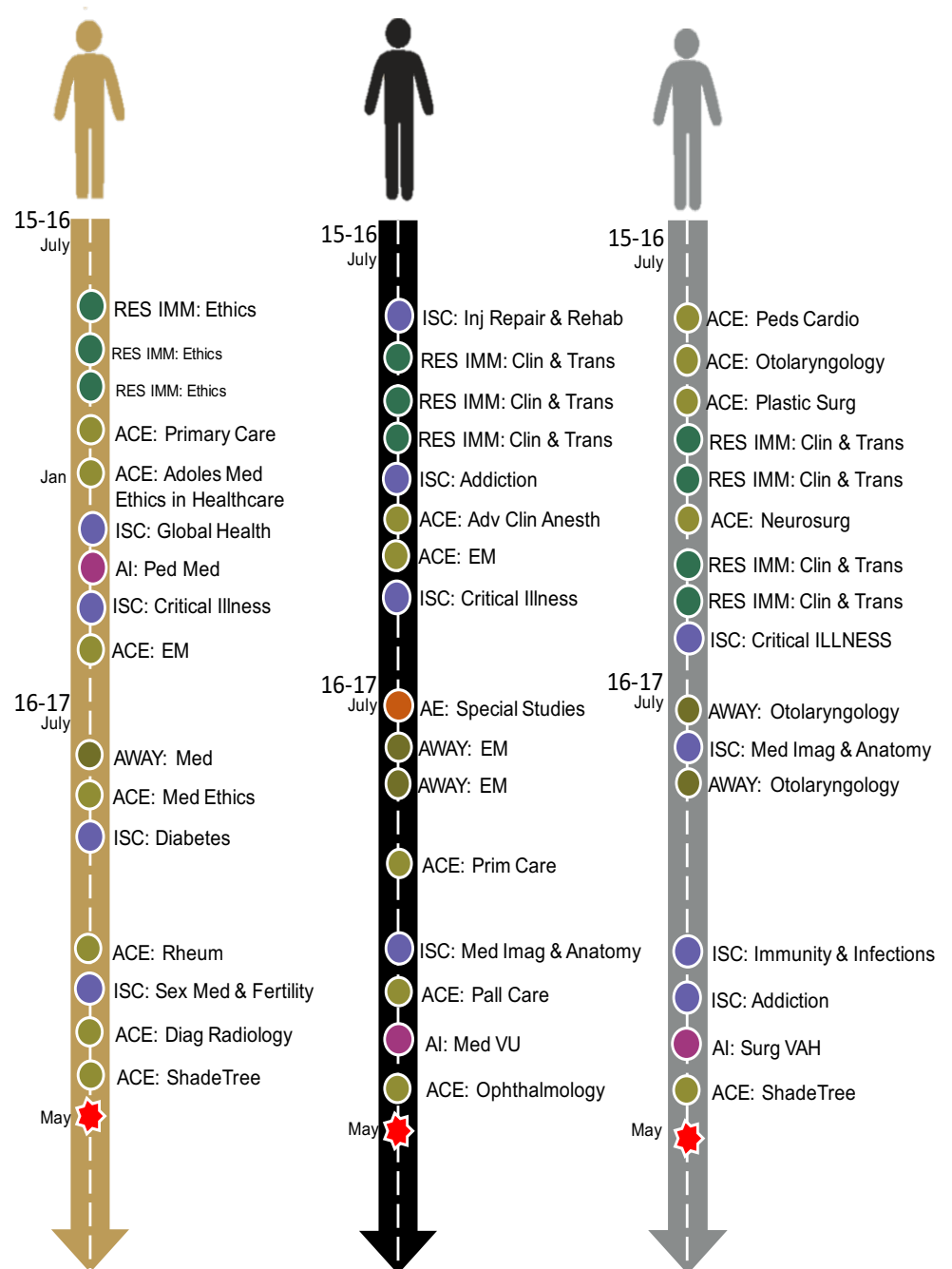
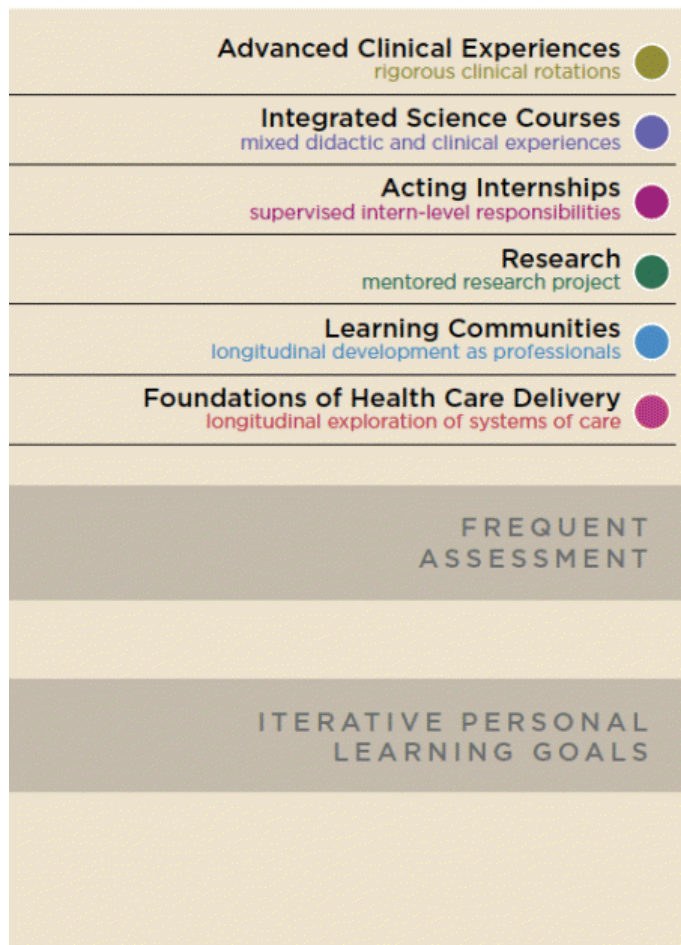
Research 
mentored research project



IMMERSION PHASE GOALS

- Deepen **FOUNDATIONAL SCIENCE KNOWLEDGE** during meaningful clinical engagement
- Solidify **CLINICAL SKILLS**
- Enhance **PRACTICE-BASED LEARNING SKILLS**
- Ensure readiness for **INTERN ROLE/RESIDENCY**
- Expand knowledge and skills regarding **SCHOLARSHIP**
- Further grow knowledge and skills regarding **LEADERSHIP**
- Encourage **PROFESSIONAL DEVELOPMENT**

Individualization



Multiple Disciplines



**Integrated
Science
Courses**

*Learning objectives are
idiosyncratic, personalized, based
on the real and pragmatic*

**“Classroom”
Based**



**Workplace
Based**

Structured, predictable
Formal, prescribed
Protected time
*“How do I build enduring conceptual
scaffolds?”*

Complex, unpredictable
Informal, responsive
Opportunistic
*“How do I convert experience into
deep learning?”*

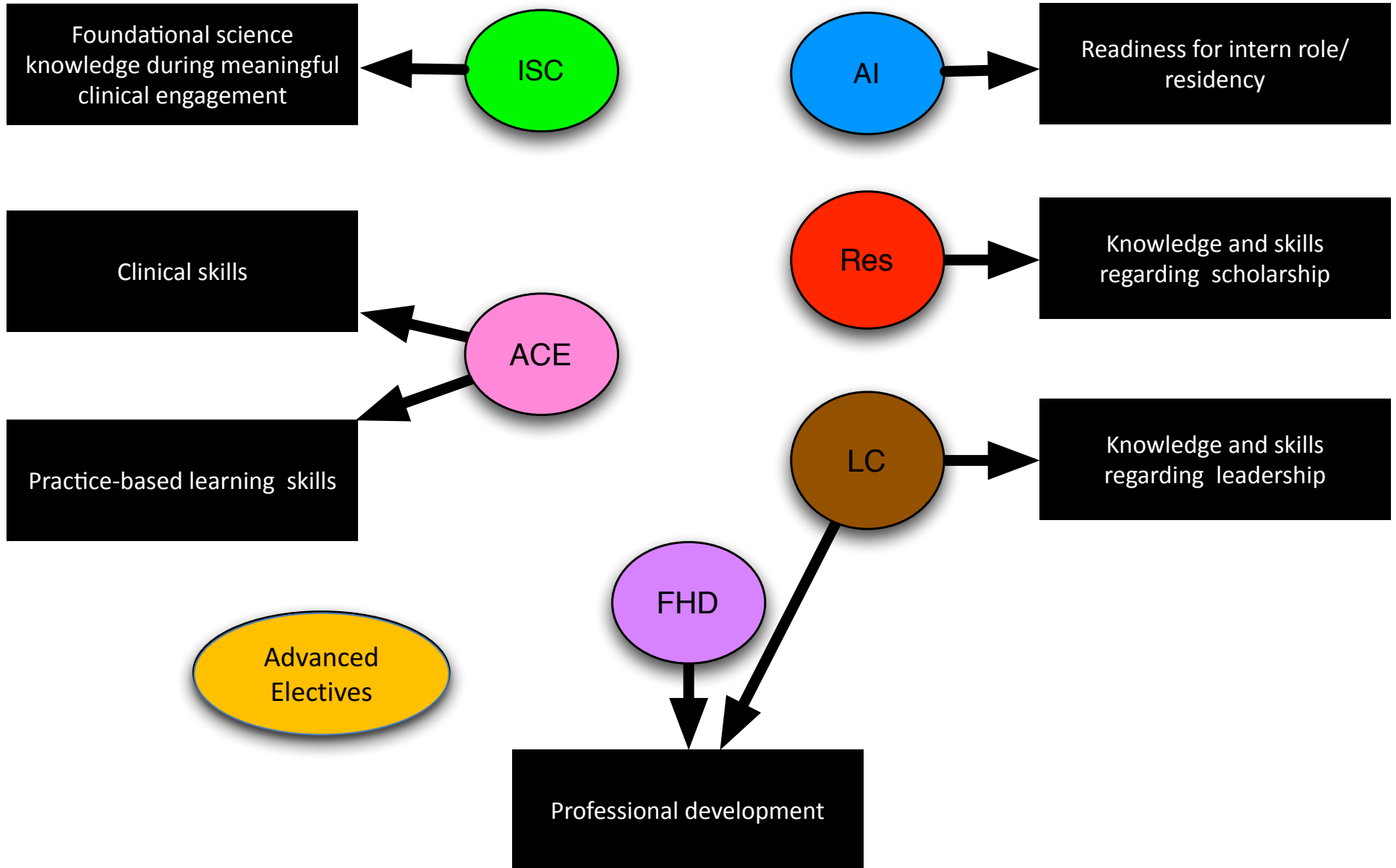
**Advanced
Electives**

**Advanced
Clinical
Experiences**

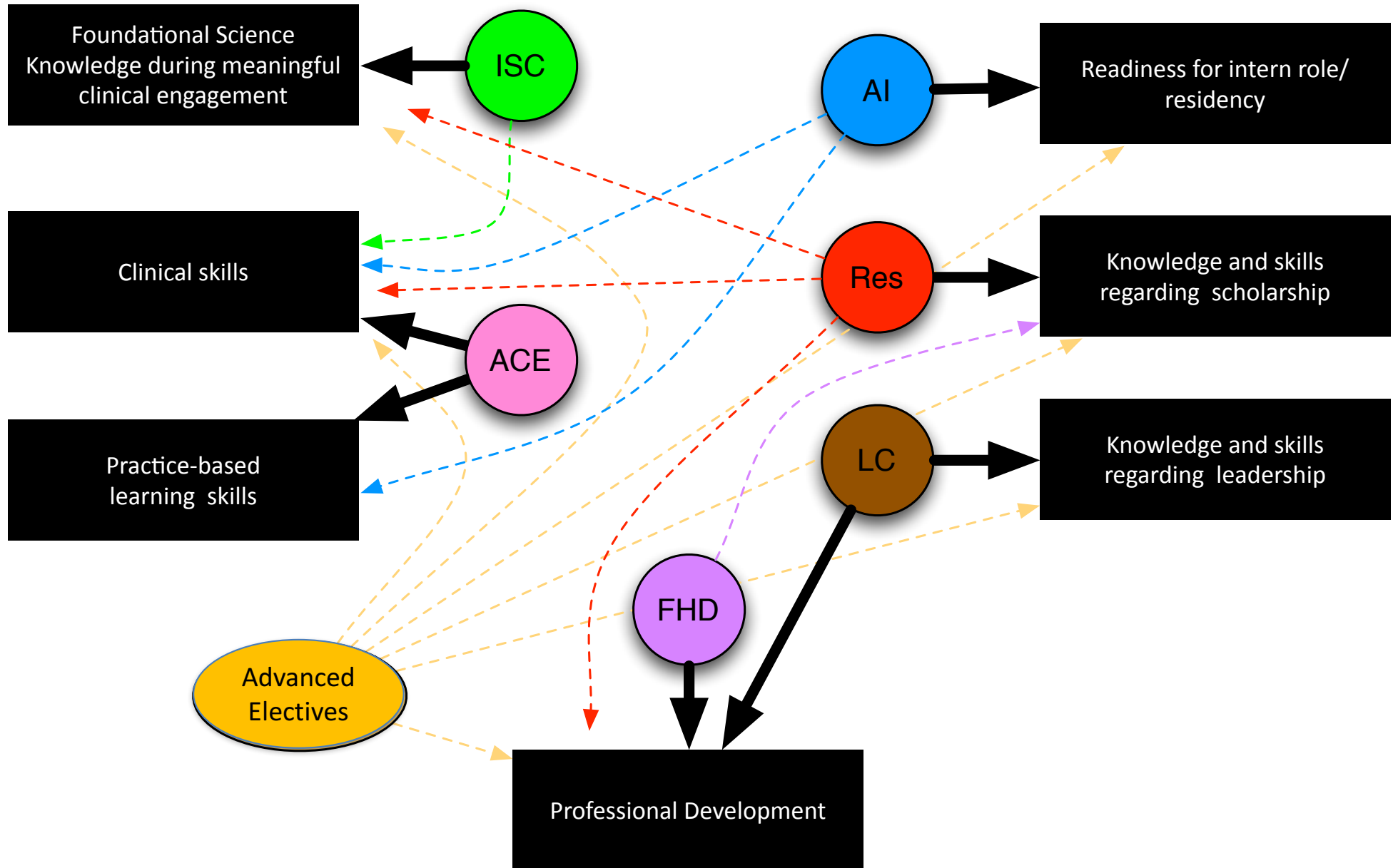
Acting Internships

Single Discipline

Courses Designed to Meet Phase Goals



Courses Designed to Meet Phase Goals



C 2.0 Immersion Phase Requirements

Minimum C2.0 Requirements (in Months)		
On-Campus	4	Integrated Science Courses (ISCs)
	1	Acting Internship (AI)
	4	Advanced Clinical Electives (ACEs)
On-Campus or Away (away with approval)	3	Research Immersion
	3	Competency and Interest-Driven Rotations [#] (can be ISCs, ACEs, AIs or Electives)
15 required months	Must include: 1 Primary Care course (either ACE or ISC) 1 Acute Care course (EM or ICU-based course)	
4+2+1 (7 total)	Flex months (4 + 2 month for Step 1 + 1 month for interviews)	

ISC, ACE and AI grading = H/HP/P/F

Students can register for up to 19 months

[#]At least one must be clinical rotation.

C 2.0 Immersion Phase Requirements

Impact of Increasing Research Months

3 months of research: Complete 15 course requirements

To extend research beyond 3 months:

Student must be in good academic standing and complete an approval process

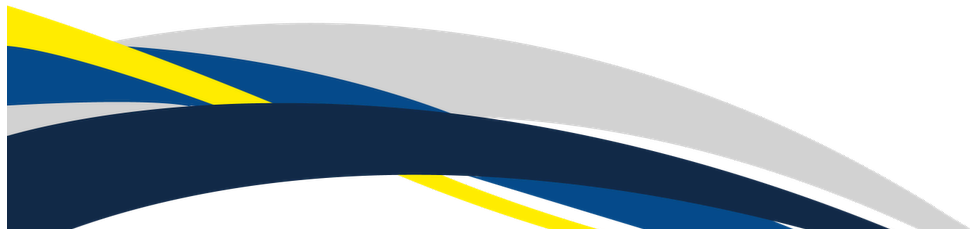
4 months: Students utilize one flex month

5 months: Students utilize one flex month and may choose to utilize an additional flex month or waive one competency/interest-driven rotation

6 months: Students utilize one flex month and may choose to utilize additional flex months or waive competency/interest-driven rotation (max of 2 competency/ interest-driven rotations can be waived; must still complete required 10 clinical months)

Integrated Science Courses

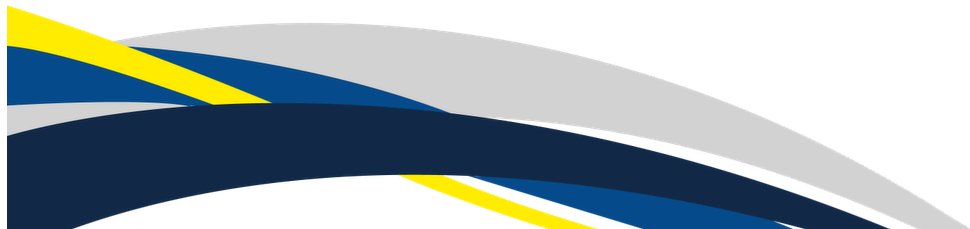
- 1) Cancer: Clinical and Molecular-based Approaches to Diagnosis and Treatment
- 2) Cardiovascular Diseases
- 3) Critical Illness
- 4) Community Healthcare
- 5) Diabetes Mellitus
- 6) Emergency Care: Cell to System Science
- 7) Global Health: Delivering Primary Care in Resource-Limited Settings
- 8) Getting Hooked: Immersion in Addiction
- 9) Healthy Aging and Quality Dying
- 10) Immunity and Infections in the Immune-compromised Host
- 11) Infectious Diseases
- 12) Injury, Repair, and Rehabilitation
- 13) Medical Imaging and Anatomy
- 14) The Skinny on Obesity
- 15) Sexual Medicine and Reproductive Health



Working-Learning Health System *Pilot Experience*

- Longitudinal immersive experience in which interprofessional team of students from multiple professions, residents and faculty provide comprehensive clinical care and care navigation to panel of patients/families
- **Three** experiences done in parallel **over 3 months** (must do all three):
 - ISC in health systems science (includes QI project and leadership skills seminars)
 - ACE in population health
 - ACE in panel-based care (student selects clinic at: Mercury Courts, Familiar Faces, Pediatric Pulmonology, or General Pediatrics)
- Students are eligible for QI Advanced Track credit
- Meets primary care requirement (except Pediatric Pulmonology Clinic)
- Three-month blocks start **May 2017, Sept 2017, Feb 2018, and May 2018**
- Information session to be scheduled for March – watch your email!

For more information now, **contact tyler.reimschisel@vanderbilt.edu**





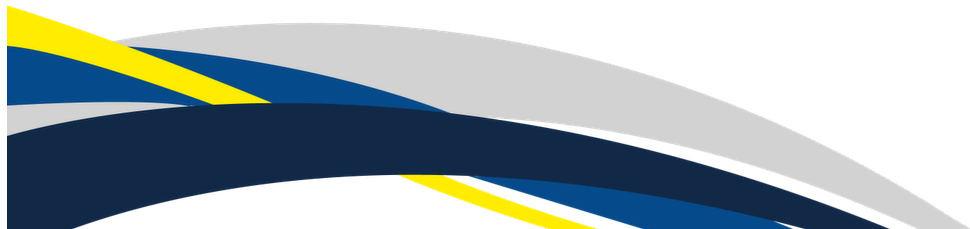
Learning Communities





Learning Communities

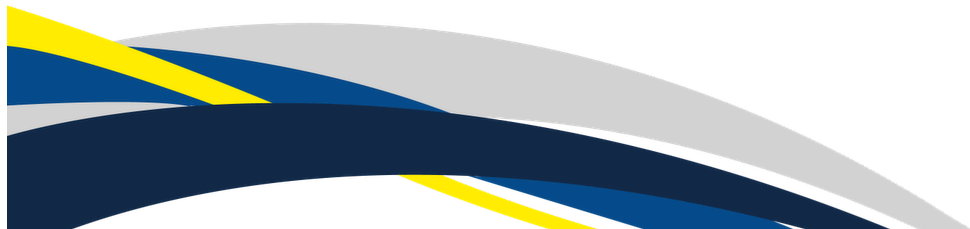
- Meeting throughout the Immersion Phase
- 8 LC units over 22-month phase
- Continued focus on
 - Development as professionals
- Increased focus on
 - Development as leaders





Learning Communities

- 1) Applied Ethics
- 2) Lifelong Learning
- 3) Situational Leadership and Diagnosing
- 4) Problem Solving
- 5) Priority Setting
- 6) Change Management
- 7) Dealing with Ambiguity
- 8) Leading and Managing Up





Learning Communities

- 8 units
 - Mondays from 1-3 and 3-5 pm
 - 6 – 8 hours effort per unit
(2 of those hours in face to face session)
- Months offered:
 - Sept & Jan: Units 1 & 2
 - Oct & Feb: Units 3 & 4
 - Nov & March: Units 5 & 6
 - Dec & April: Units 7 & 8
- **3rd Monday: face-to-face meeting**
- Pass/Fail





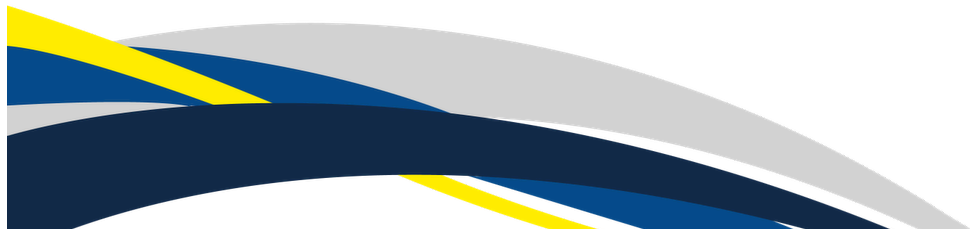
LC Questions

- Please email

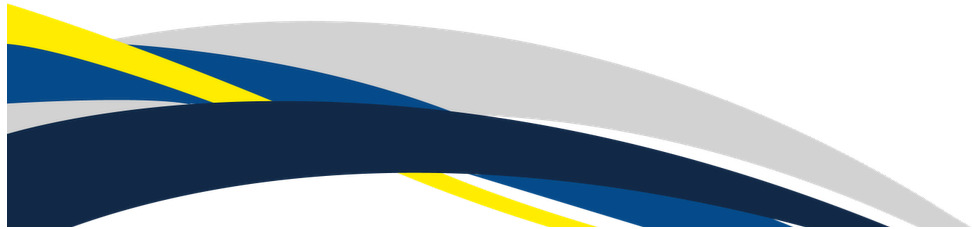
Bill.Cutrer@Vanderbilt.Edu

AND

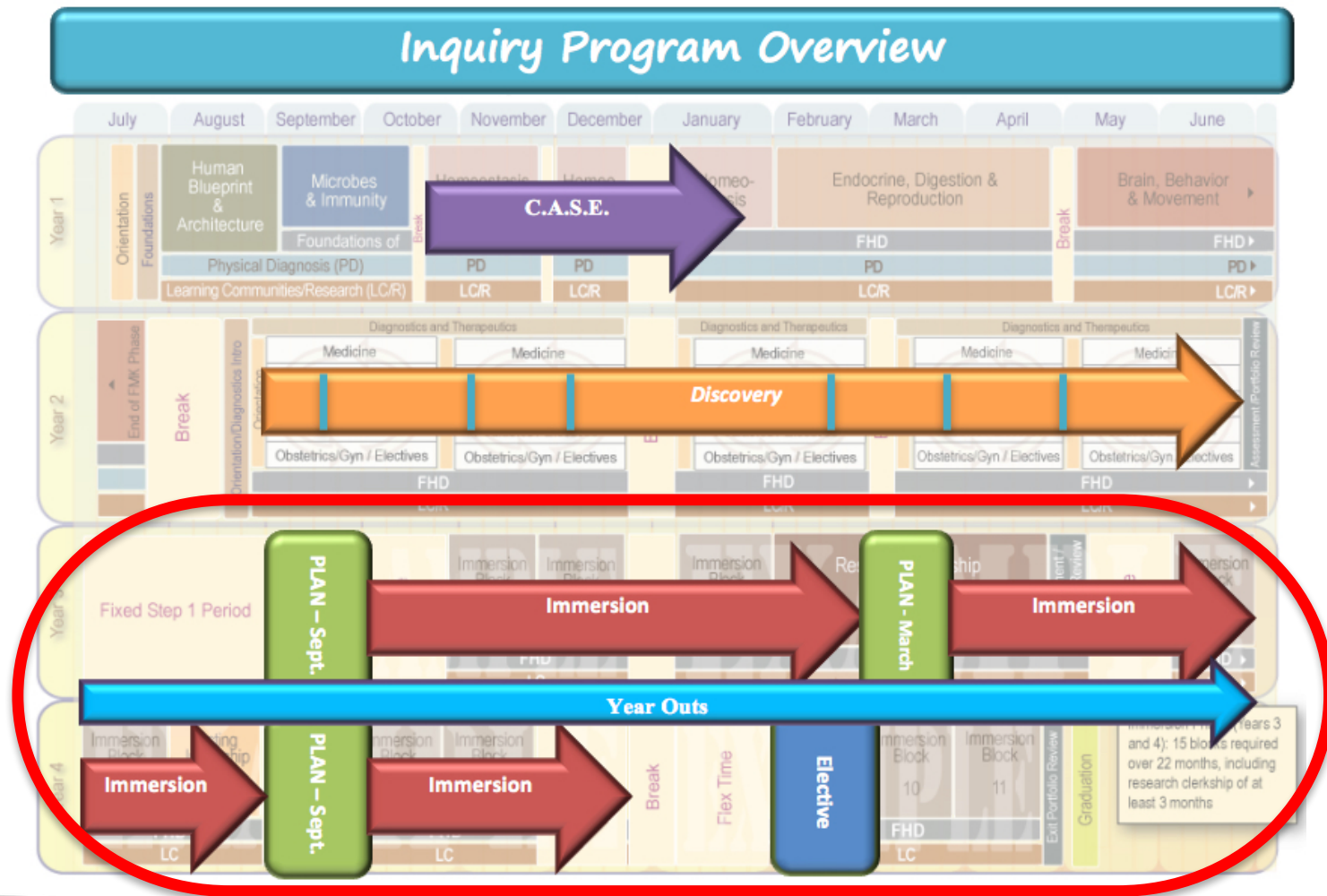
Pam.Lynn@Vanderbilt.Edu



Inquiry Program



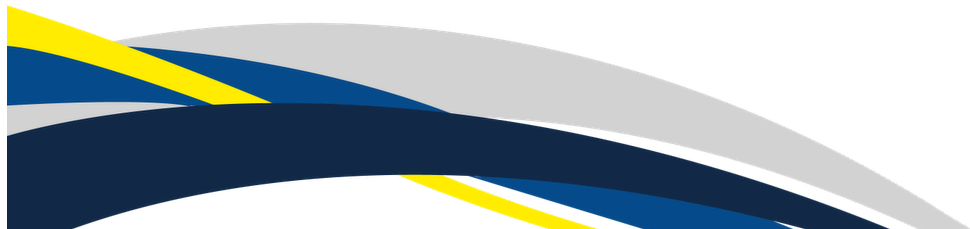
Inquiry Program: Courses During the Immersion Phase



Inquiry Program:

PLAN

- September or March, Tuesdays, 1pm – 5pm
- Developing a Research Project Plan
 - Work with SGF during class
 - Work with mentors outside of class
 - Set up your meetings before you leave
- Specific competencies:
 - Understand the research process
 - Identify and formulate a structured research question
 - Identify major research study designs
 - Understand basic principles of measurement and data analyses
 - Understand basic principles for the interpretation of research findings
 - Understand basic principles of effective scientific communication



Inquiry Program: Research Immersion

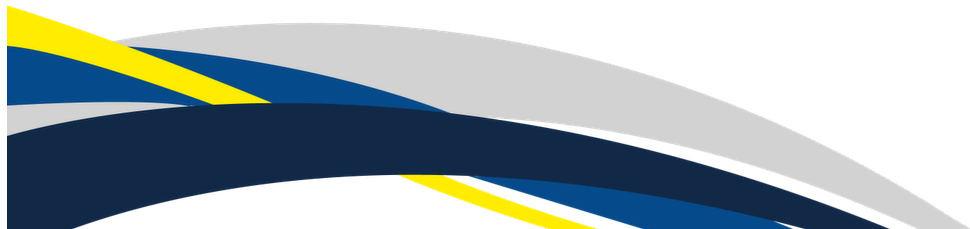
- Implement a Research Project Plan
 - Working with a mentor (and possibly a research team)
 - Working with Area experts (Research Directors)
- Full time, immersive experience
- 3 – 6 blocks
- 2 OMSR meetings per block
- 1(+) Area Meeting per block
- Engage in activities to support your understanding of research and the field you've chosen (e.g., Area meetings, co-curriculars)



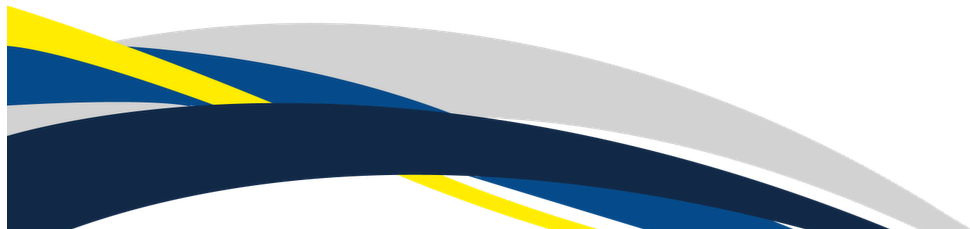
Inquiry Program: Research Immersion

By the end of the course, students will be able to demonstrate the following specific competencies:

- Analyze research findings and identify future research findings
- Appreciate the principles of responsible research
- Understand the research process and appreciate the close connection between research, clinical practice, and population health
- Understand basic principles of effective communication of research proposals and findings
- Understand basic principles of measurement and data analyses
- Test a structured research question
- Apply elements of research to an individual research project
- Advance, document and report on a research project with mentor supervision



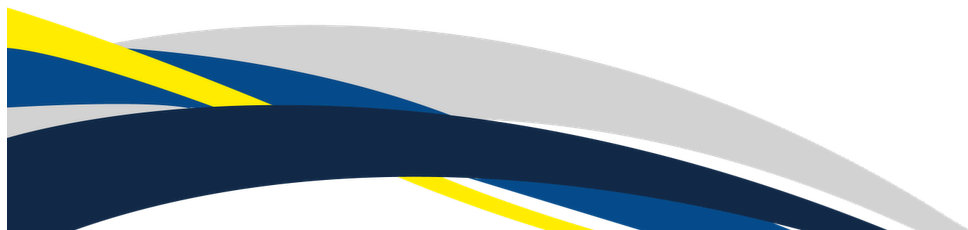
Foundations of Health
Care Delivery (FHD)
Immersion Phase—
Years III & IV



Foundations of Health Care Delivery: Course Goals

FHD will integrate students into clinical teams to care for individual patients while learning about the larger care delivery system. By immersing students in a longitudinal experience, the course will:

- Prepare professionals with systems level skills necessary to provide care that is safe, effective, patient-centered, timely, efficient, and equitable
- Integrate health systems science with clinical care
- Cultivate respectful professionals



Foundations of Health Care Delivery

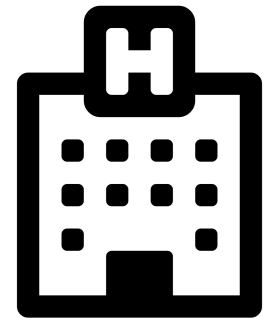
Year 1:
Foundations of
Medical Knowledge

The Health Care Team
The Patient Within Care
Medication Reconciliation
Patient Education & Health Coaching
Introduction to Patient Safety



Year 2:
Foundations of
Clinical Care

Social Determinants of Health
Advocacy
Transitions of Care
High Value Care
Settings of Care



Years 3 & 4:
Immersion

Quality Improvement
Patient Safety
Advanced Communication
Interprofessional Education*
Advanced Population Health



*VPIL students fulfilled requirement during years 1 & 2.

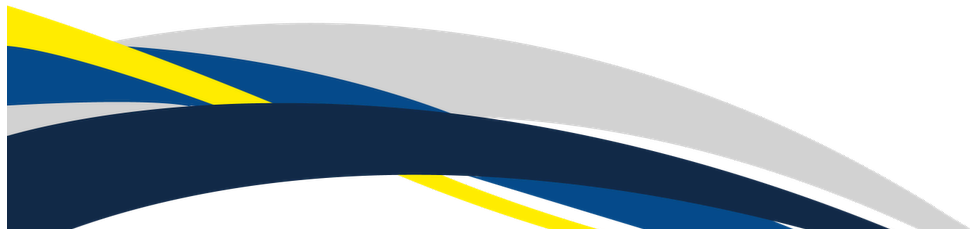
Immersion Course Topics

1. Advanced Communication:
 - Overcoming barriers & personalizing communication (AC1) and skills for disclosure & professionalism (AC2)
2. Interprofessional Education:
 - The professions (IPE1) and team-based care (IPE2)
3. Quality Improvement (QI1-3)
4. Patient Safety (PS)
5. Advanced Population Health
 - Economics, Policy, and Public Health & Prevention



FHD Immersion Course Information

- 6 units as a class during three one-week intersessions



1

AC1 and PHP
(Intro to Immersion Phase week)

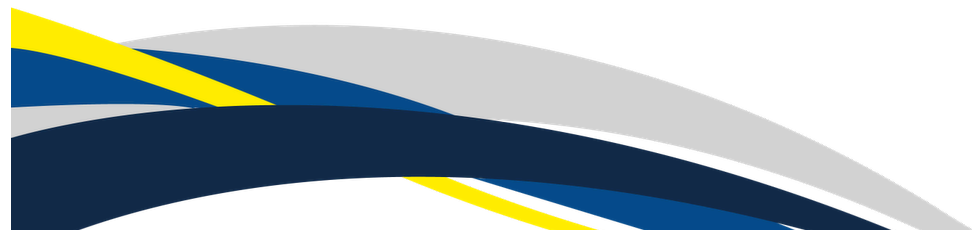
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AC2 and IPE1
(3rd year spring intersession)



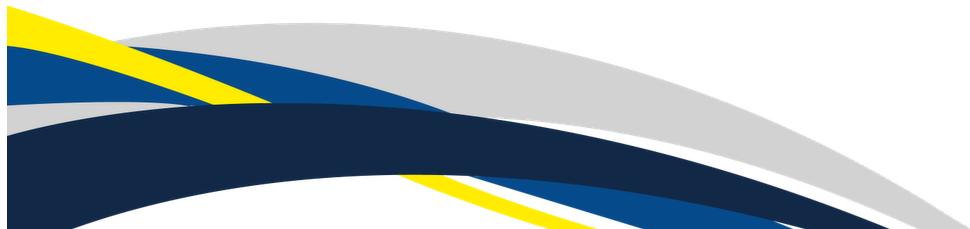
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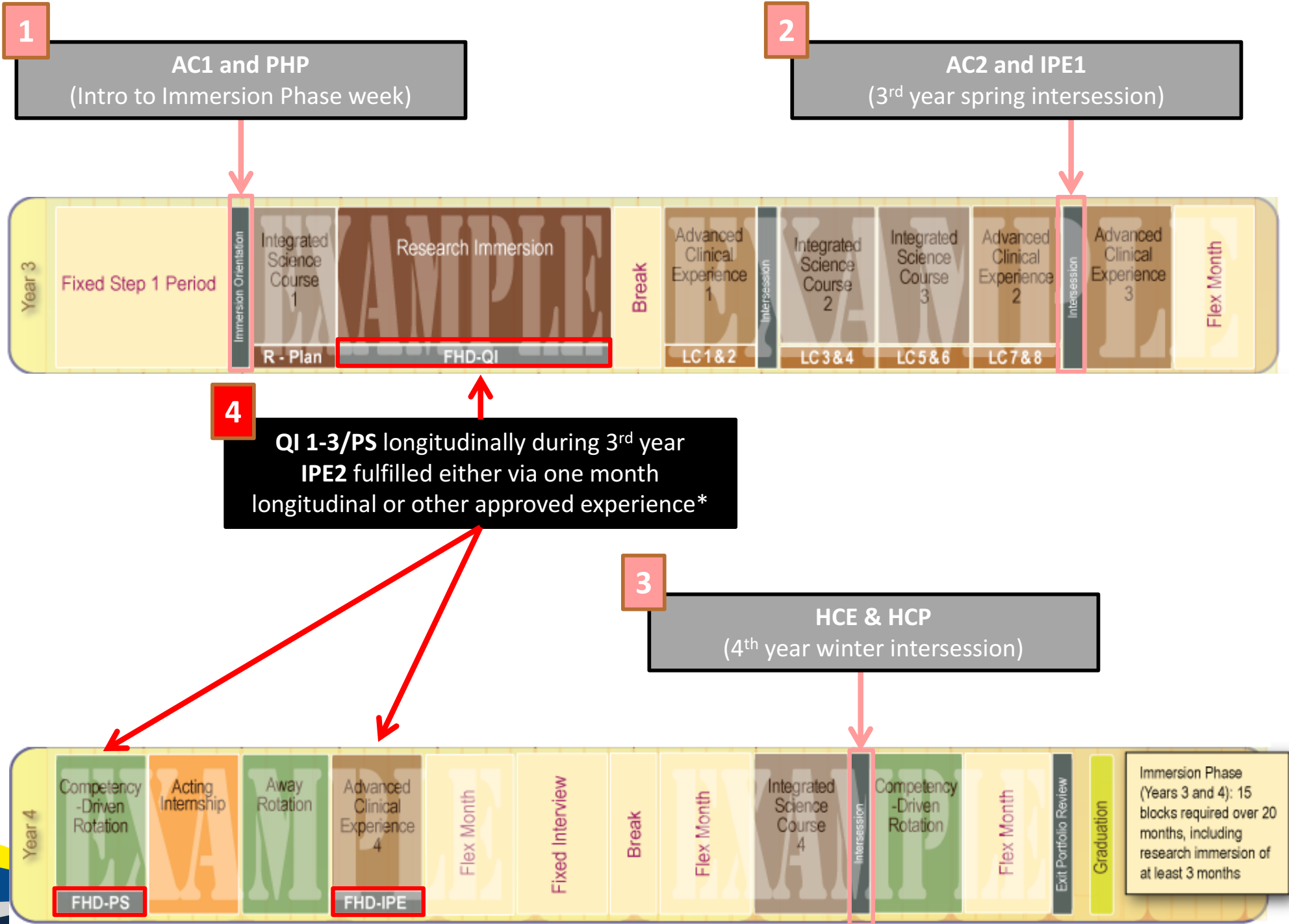
HCE & HCP
(4th year winter intersession)



FHD Immersion Course Information

- 6 units as a class during three one-week intersessions
- 5 units longitudinally, mostly during 3rd year
 - Paired with a primary rotation
 - Tuesdays from 1-5 pm
 - 20 hours effort per unit
 - Primarily self-directed, asynchronous learning
 - **One or two face-to-face meetings (varies by course)**





*Such as Nicaragua, Shade Tree, VPIL, or other approved interprofessional experience

FHD Immersion Course Information

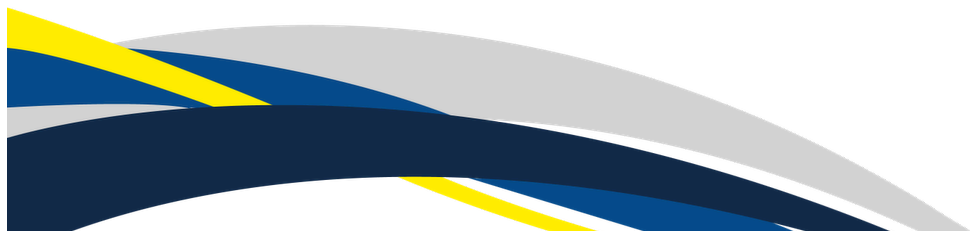
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- 5 units longitudinally, mostly during 3rd year
 - Paired with a primary rotation
 - Tuesdays from 1-5 pm
 - 20 hours effort per unit
 - Primarily self-directed, asynchronous learning
 - One or two face-to-face meetings (varies by course)
- **Pass/Fail**
- **Can fulfill IPE2 via one month longitudinal OR other approved experience**
 - Nicaragua, Shade Tree, VPIL, etc
- **Multiple pathways to fulfill QI requirements**
 - QI 1-3 via three 1 month longitudinals
 - QI Advanced Track (self-paced project)



FHD Immersion Course Information

<https://medschool.vanderbilt.edu/fhd/fhd-immersion-phase-courses>

- Lots of additional information:
 - Criteria for QI-Advanced Track projects
 - Immersion course prerequisites and pairing suggestions
 - Dual degree equivalencies for MBA/MPH students
 - Links to all syllabi
 - Wiki of QI projects
 - Course policy details (add/drop, group work, etc.)



FHD Questions?

- fhd@vanderbilt.edu or cecilia.theobald@vanderbilt.edu

Course Directors:



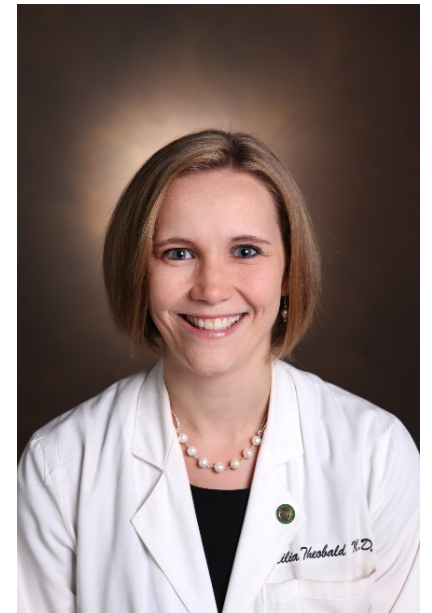
Jesse M. Ehrenfeld, M.D., M.P.H.
Departments of Anesthesiology,
Surgery, Biomedical Informatics, &
Health Policy



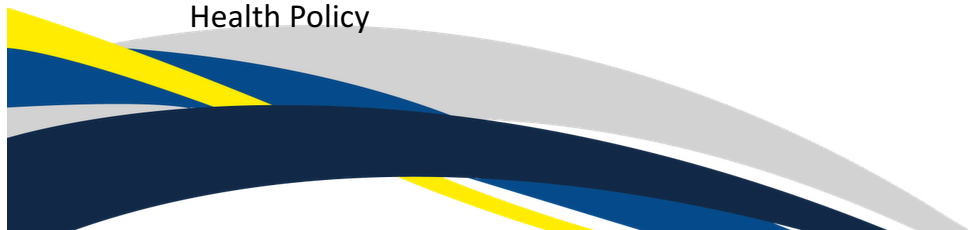
Jennifer K. Green, M.D., M.P.H.
Departments of Internal Medicine &
Pediatrics



Heather A. Ridinger, M.D.
Department of Internal
Medicine



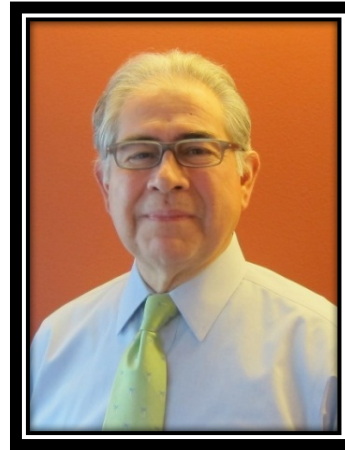
Cecelia Theobald, M.D., M.P.H.
Department of Internal Medicine



Administrative Staff



Program Manager
Heather Laney



Program Coordinator
Ernest Guerra



Program Coordinator
Eric Huffman

Light Hall 333

<https://medschool.vanderbilt.edu/fhd/>
fhd@vanderbilt.edu



Careers in Medicine

<https://medschool.vanderbilt.edu/cim/pathway-match>

CAREERS IN MEDICINE

- About Us ▶
- Interest Groups ▶
- Specialties
- Events ▶
- Multispecialty Elective
- Research
- Dual Degree Options
- VMS Timeline
 -VMS I (Explore)
 -VMS II (Explore)
 -VMS III (Decide)
 -VMS IV (Succeed) ▶
- Pathway to Match** ▶
- CVs
- International Students ▶
- Outside Resources
- Newsletter

User login

VUNetID: *

ePassword: *

Log in

- Request new password

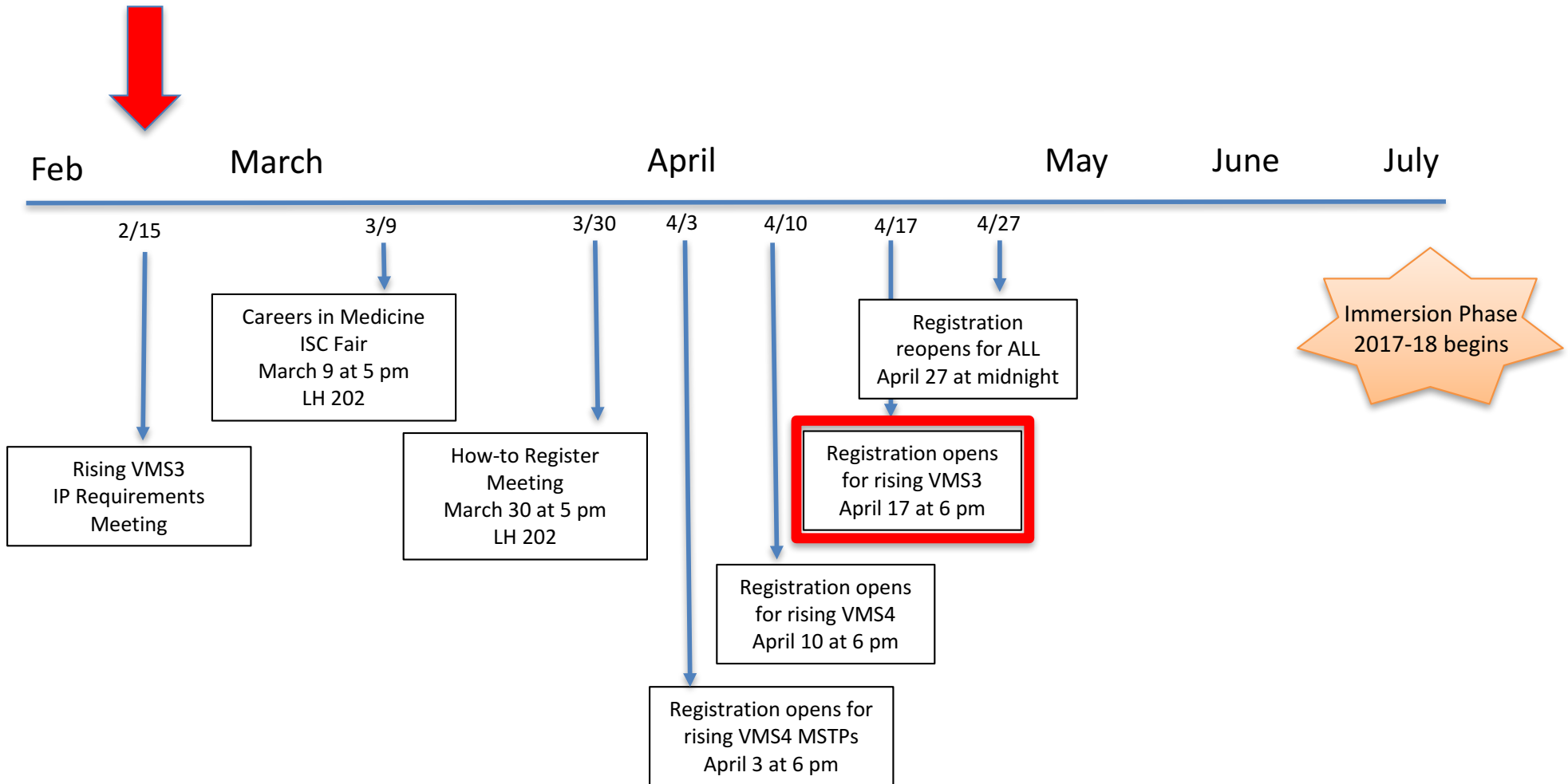
Pathway to Match

Your guide to succeeding in the residency application process



- CALENDAR
- CHECKLIST
- GETTING STARTED
- WORKSHOP SERIES
- EARLY MATCH
- APPLICATION PROCESSING
- ERAS
- NRMP
- USMLE
- LETTERS OF RECOMMENDATION
- MSPE
- CV
- PERSONAL STATEMENT
- INTERVIEWING
- ASSESSING PROGRAMS

VMS2 Registration Timeline



Questions?

Please direct questions related to the overall phase to:

Immersion.Phase@Vanderbilt.Edu

Research:

vms.research@vanderbilt.edu

FHD:

fhd@vanderbilt.edu

LC:

Pam.Lynn@vanderbilt.edu

