

A decorative graphic featuring the word "Congratulations!" in a large, black, cursive script. The text is surrounded by several five-pointed stars of varying sizes and orientations, some in black and some in a light gray color. The stars are scattered around the word, with some appearing to trail off from the end of the word.

Congratulations!

# Welcome

Immersion Phase Website

<https://medschool.vanderbilt.edu/ume/IP>



# Curriculum 2.0: Immersion Phase

## **Phase Directors**

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Kendra Parekh, M.D.

## **Program Manager**

Brenna Hansen

## **Program Coordinator**

LaToya Ford

## **Program Assistant**

Bethanie McCrary



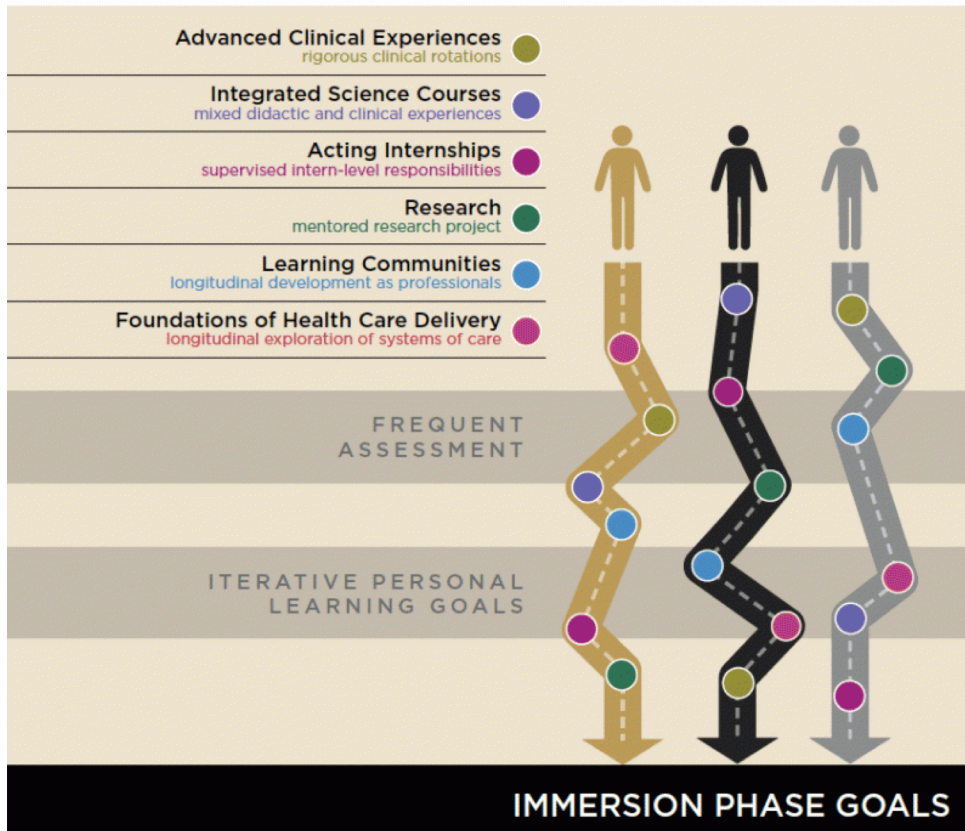
# What we'll cover today:

- Program Evaluation & Lessons
- Portfolio Cycles, Promotions, AOA
- Immersion Phase Course Types
- ACE requirements (Student Learning Plan, Practice-based Learning)
- Assessment (milestones, EPAs, Compass, Grading)
- Attendance Policy
- Dual degrees
- Panel - Research, Learning Communities & Foundations of Healthcare Delivery (FHD)
- Ombudsman: Professional Accountability
- Enrollment (Always, add/drops, special studies, degree audit)
- Preparing for USMLE Step 2 Clinical Skills Examination
- VPEN (VSTAR Patient Electronic Note)



## Curriculum 2.0: Immersion Phase

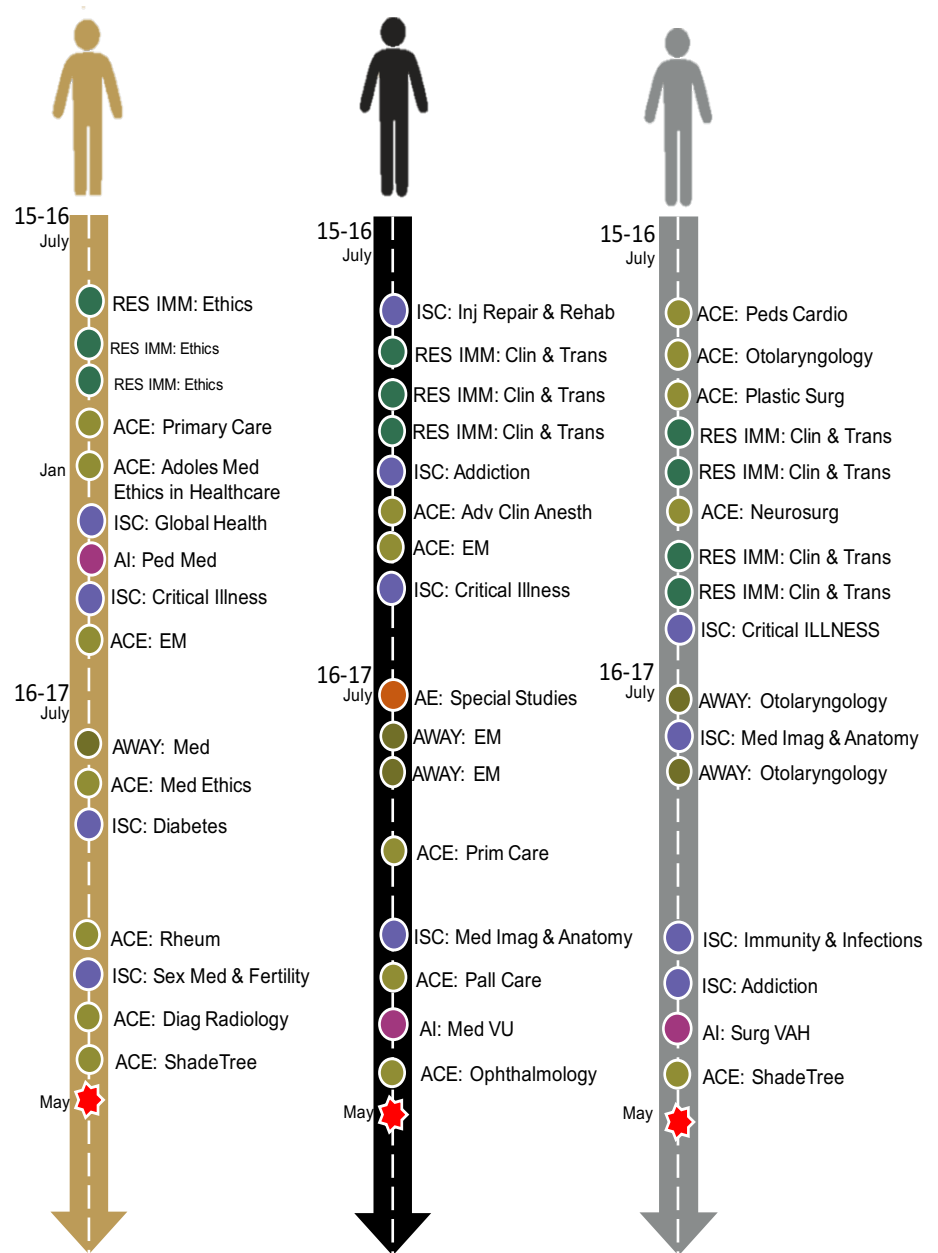
A highly individualized post-clerkship phase that uses clinical context to build upon prior learning



## 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



# What to expect?



# Reminders on your IP Planning Approach

- Plan for a minimum of 2 (max of 3) ISCs
- Acting Internships (AI) will happen between March of Y3 and September of Y4
- Recognize that you will make many changes to your schedule



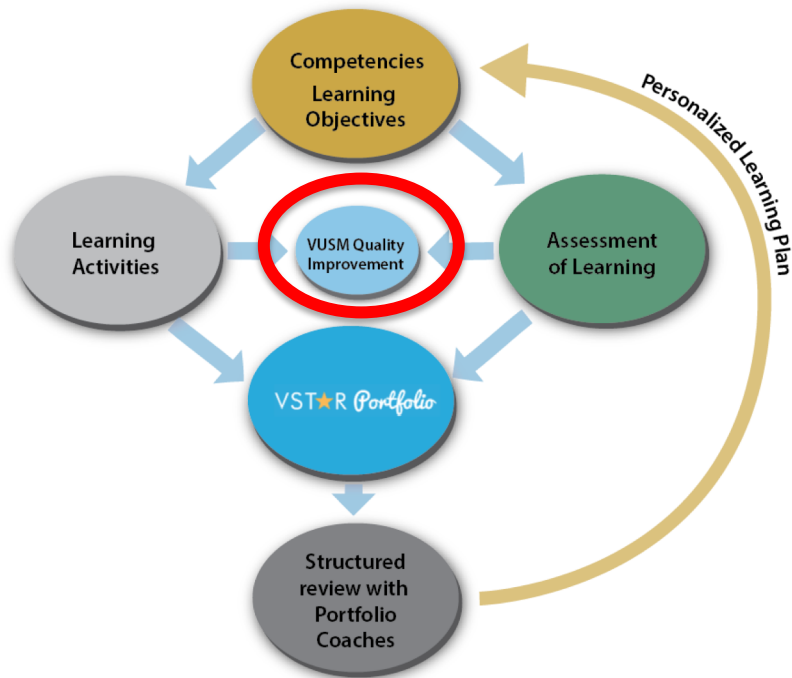
# VA Access

- Students who rotate at the Veteran's Affairs Hospital need to initiate the process to gain computer access at least **six weeks** in advance of their rotation
- Our team will prompt you four weeks before your rotation
- Details regarding what you need to do:  
<https://medschool.vanderbilt.edu/ume/va-rotations>





# Program Evaluation & Lessons Learned



- Tools
  - Course evaluations data
  - Rapid cycle with student curriculum committee
- How do we use the information?
  - Make improvements, clarify, streamline
  - Protect your privacy



# Exploration

- *“I can just say that the exploring aspect helps me a lot... I came in [to medical school and I] thought I knew what I wanted, and then second year, I just enjoyed so many things [...]*
- *“[...] my first rotation of this year was something that I thought could be what I wanted to do and it was very confirming for me. It was like, “Whoa, this is it.” I wouldn't have known that unless I spent a month doing it.”*
- *“[...] I'm a lot more confident going into my application. I think my personal statement will be better and my confidence in interviews. It's just that I have more of a purpose than I think I would've had with a traditional curriculum.”*



# Student Thoughts on Exploration

Jessica Burris



# Professionalism, Portfolio Cycles

Kendra Parekh, M.D.





# Email Etiquette



# Step 2 CK and CS



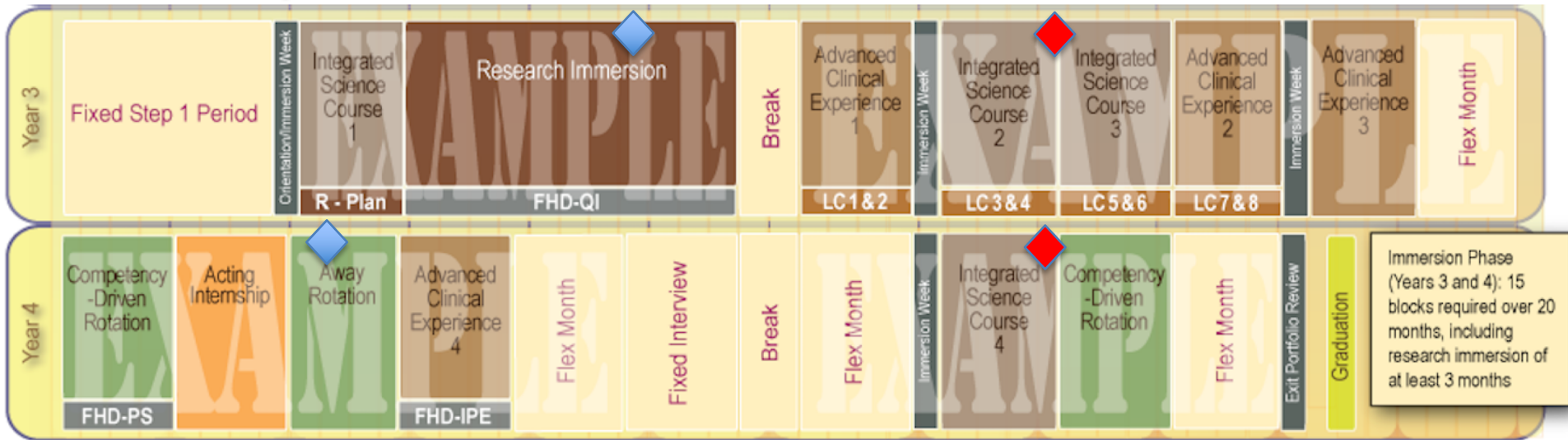
# Making Choices





# Portfolio Cycle

You are here



# Grades, Promotions & Distinctions

Dr. Geoffrey Fleming



# Course Types and Phase Requirements

Immersion Phase Website

<https://medschool.vanderbilt.edu/ume/IP>



# C 2.0 Immersion Phase: Course Types

## ACE: Advanced Clinical Experience

- Rigorous clinical experience

## ISC: Integrated Science Course

- Didactic and clinical experiences

## AI: Acting Internship

- Supervised intern-level responsibilities

## AE: Advanced Elective

- Competency- or interest-driven
- Usually non-clinical setting

## Special Studies

- Competency- or interest-driven rotation
- Tailored course
- NOT in the catalog

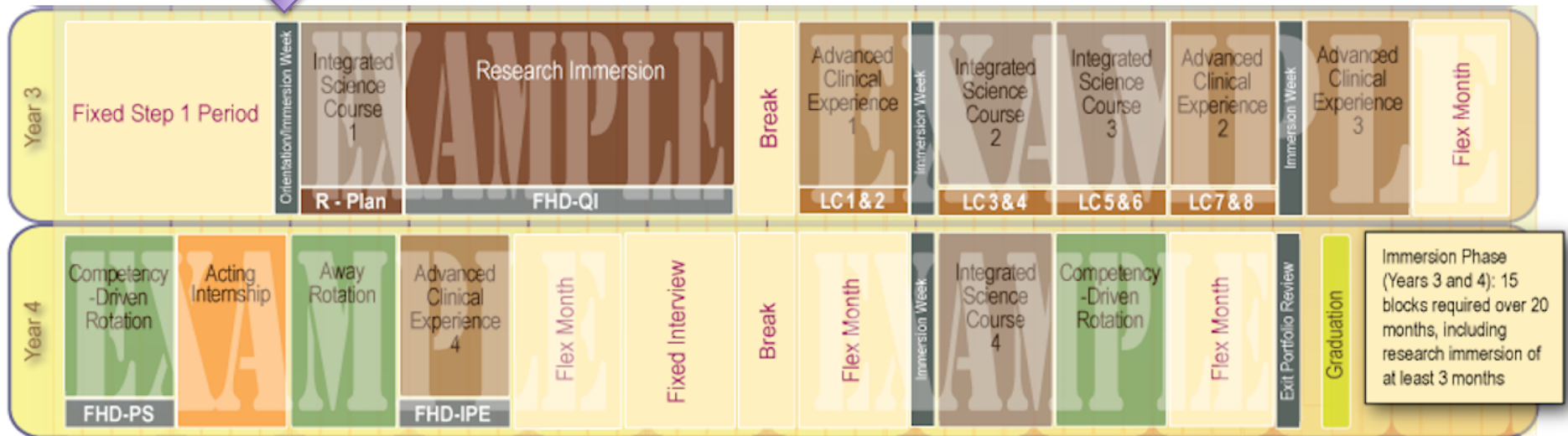


# C 2.0 Immersion: Phase Requirements

Minimum C2.0 Requirements (in Months)			Impact of Increasing Research Months	
On-Campus	4	Integrated Science Courses (ISCs)	<b>3 months of research:</b> Complete 15 course requirements	
	1	Acting Internship (AI)	<b>To extend research beyond 3 months:</b> <i>Student must be in good academic standing and complete an approval process with the Office of Medical Student Research.</i>	
	4	Advanced Clinical Experiences (ACEs)	<b>4 months:</b> Additional research month fulfills one competency/interest-driven rotation	
On-Campus or Away (away with approval)	3	Research Immersion	<b>5 months:</b> Additional research months fulfill two competency/interest-driven rotations	
	3	Competency and Interest-Driven Rotations (can be ISCs, ACEs, AIs or Electives) <i>*1 must be clinical</i>	<b>6 months:</b> Additional research months fulfill two competency/interest-driven rotations and requires the use of one flex month	
15 required months	Must include: 1 Primary Care course (either ACE or ISC) 1 Acute Care course (EM or ICU-based course)		<h3>Longitudinal Courses</h3> <p>Foundation of Health Care Delivery (11 units)</p> <ul style="list-style-type: none"> <li>6 units taken during immersion weeks</li> <li>5 units take longitudinally, paired with other courses during the Immersion Phase</li> </ul>	
4+2+1	<i>Flex months (4 + 2 mo for Step 1 + 1 for interviews)</i>		Learning Communities (8 units)	

“Enjoy the journey as much as the destination.” M.Silver

You are here



# ACE Overview

Immersion Phase Website

<https://medschool.vanderbilt.edu/ume/IP>



# ACE Overview

## Overarching Goals for ACEs

- 1) Solidify clinical skills
- 2) Enhance practice-based learning skills

## Opportunities to enhance practice-based learning skills:

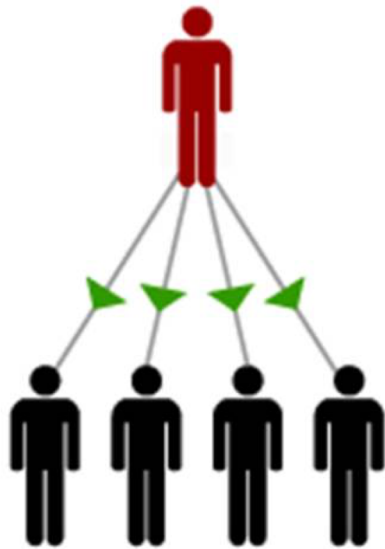
- 1) Student learning plan
- 2) Practice-based learning exercise



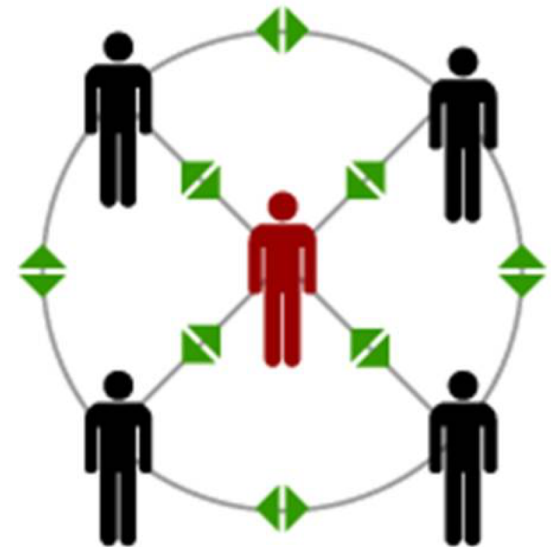


# Student Learning Plan: Why?

Teacher Directed



Learner Directed



tension.net



# Student Learning Plan: How To

How To...

1. In VSTAR-Learn, go to the ACE you are about to start
2. Click on ACE Student Learning Plan
3. Fill out the form
4. Print the form and take to your ACE on Day 1
5. Have a discussion with clinical preceptor(s)  
(attending, resident)



# Student Learning Plan: Form

## ACE Student Learning Plan

Please complete this form, print and take with you to your clinical rotation. This form will facilitate the conversation with the frontline clinical faculty that will provide you with learning experiences and potentially assess your progress.

Advanced Clinical Experiences (ACEs) are rigorous clinical experiences that are designed to:

1. Solidify clinical skills
2. Enhance practice-based learning skills

Please create 2-5 learning goals for this rotation:

1

2

3

4

5

After you have discussed your learning goals with the frontline clinical faculty, please ask the following questions:

1. What clinical experiences would be most helpful to achieve these goals?
2. What additional goals do you think I should focus on this month?
3. What are your expectations for me during this month?

# Tips for Communicating Your Learning Plan

1. Have the conversation with whoever will be your primary clinical preceptor (faculty, fellows, residents)
2. Have the conversation early (week 1, day 1) and often
3. Initiate the conversation with something like...

“I am very excited for this rotation and would like to do everything I can to get the most out of it”

“Can I touch base with you quickly about the plan for this clinical session?”

3. Be confident but not brash. Be open to feedback and redirection if your preceptor suggests different goals



# Advantages of a Student Learning Plan

- Take ownership: think through your own learning
- Develop shared expectations with faculty
- Gain insight into how to achieve your goals
- Gain insight into how to be successful in that clinical environment
- Develop the habit (VERY LITTLE DIRECTION IN GME)



# Practice-Based Learning Exercise: Why?

- Medicine is dynamic
- Providers have knowledge gaps
  - Average time lag of 17 years to translate discovery into clinical practice
- Learning to learn in the workplace



# Practice-Based Learning Exercise: How To

- Goal: Form a clinical question and retrieve evidence to advance patient care
- Do as often as you can



# STEP 1: a Clinical Question

- As you go through the ACE, pay attention to the different questions that come up related to your patient care.
- Identify a real knowledge gap in caring for an actual patient
- Pick a gap and generate a well-formed **PICO** question to address the knowledge gap
  - **P**atient-**I**ntervention-**C**omparison-**O**utcome





## STEP 2: Evidence

- Find evidence to answer the question
- Select an appropriate resource(s) to answer the question
  - Guidelines vs. textbooks vs. systematic reviews vs. primary literature



# STEP 3: Evidence

- Identify both strength(s) and weakness(es) of the selected resource(s)
- Cite evidence applicable to the patient



# STEP 4:

## ADVISE

- Verbalize clear practice recommendations to your team
  - During rounds or one-on-one discussions



# Practice-Based Learning Exercise: Assessment

- Embedded in the standard VSTAR Portfolio activity for each ACE
- Request assessment via Compass



# Practice-Based Learning Exercise: Assessment

## **EPA7: Form a clinical question and retrieve evidence to advance patient care**

1. In supervising this student in ASKING and ANSWERING this clinical question, how much did you participate in the task?
  - I did it
  - I talked them through it
  - I directed them from time to time
  - I was available just in case
2. With regards to the student's ability to FORM a clinical question and RETRIEVE evidence that **would actually change a patient's medical care**, which would you most likely tell them...
  - I'll double check all of your findings
  - I'll double check your key findings
  - I feel comfortable acting on your findings without checking.
3. What does this student need to work on to become more independent or to allow you to act upon their findings?



# What is an EPA?

- Unit of professional practice
  - Tasks or responsibilities that trainees (i.e. YOU) are entrusted to perform unsupervised once they have attained sufficient competence
- EPAs are independently:
  - Executable
  - Observable
  - Measurable
- It is our goal for faculty and residents to directly observe your abilities in these areas



# What is an EPA?

- You will continue to be supervised during your medical school activities, but...
- **THE GOAL** is for you to be able to do all of these activities **unsupervised on Day 1 of Residency**



### EPA 1



#### HISTORY AND EXAMINATION

Gather a history and perform a physical examination

### EPA 2



#### DIFFERENTIAL DIAGNOSIS

Prioritize a differential diagnosis following a clinical encounter

### EPA 3



#### COMMON TESTS

Recommend and interpret common diagnostic and screening tests

### EPA 4



#### ENTER ORDERS

Enter and discuss orders and prescriptions

### EPA 5



#### DOCUMENT ENCOUNTER

Document a clinical encounter in the patient record

### EPA 6



#### ORAL PRESENTATION

Provide an oral presentation of a clinical encounter

### EPA 7



#### CLINICAL QUESTIONS

Form clinical questions and retrieve evidence to advance patient care

### EPA 8



#### PATIENT HANDOVER

Give or receive a patient handover to transition care responsibility



### EPA 9



#### INTERPROFESSIONAL TEAM

Collaborate as a member of an interprofessional team

### EPA 10



#### EMERGENT CARE

Recognize a patient requiring urgent or emergent care and initiate evaluation and management

### EPA 11



#### OBTAIN CONSENT

Obtain informed consent for tests and/or procedures

### EPA 12



#### PERFORM PROCEDURES

Perform general procedures of a physician

### EPA 13



#### SAFETY AND IMPROVEMENT

Identify system failures and contribute to a culture of safety and improvement

# Practice-Based Learning Exercise: Assessment

## **EPA7: Form a clinical question and retrieve evidence to advance patient care**

1. In supervising this student in ASKING and ANSWERING this clinical question, how much did you participate in the task?
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3. What does this student need to work on to become more independent or to allow you to act upon their findings?



 [Dermatology Syllabus](#) 59.2KB Word 2007 document

 [Announcements](#)

 [ACE Student Handbook](#)

[Absence Request Form](#)

[Required Student Learning Plan](#)

[Assessment Overview](#)

[How to use Compass](#)

## First Day of Course

Dr. Zic will send students an email the weekend before they start with information on where to report. If students have not heard from the course director before the course starts, they may contact him using the following phone number. Students may only contact faculty during the hours of 8 am and 8 pm, and preferably not on weekends.

Dr. Zic: 615-423-5299

*Additional information can be found in the [IP Catalog \(Google Version\)](#).*

## EPA7: Form a clinical question and retrieve evidence to advance patient care

Students will be expected to form clinical questions and retrieve evidence to advance patient care (EPA 7). Assessment of this skill is embedded in the standard course Compass form. Participation is expected to include the following characteristics:

### ASK

- Identification a real knowledge gap in caring for an actual patient
- Generation of a well-formed PICO question (Patient-Intervention-Comparison-Outcome) to address the knowledge gap

### ACQUIRE

- Use of evidence to find the answer(s) to the question
- Selection of an appropriate resource to answer the question (Summary/Guideline vs. Pre-synthesized resource vs. Primary literature)

### APPRAISE

- Identification of both strength(s) and weakness(es) of the selected study
- Citation of evidence applicable to the patient

### ADVISE

- Verbalization of clear recommendation(s) to the provider(s) for practice based on study findings

**BREAK**



# Assessment

Immersion Phase Website

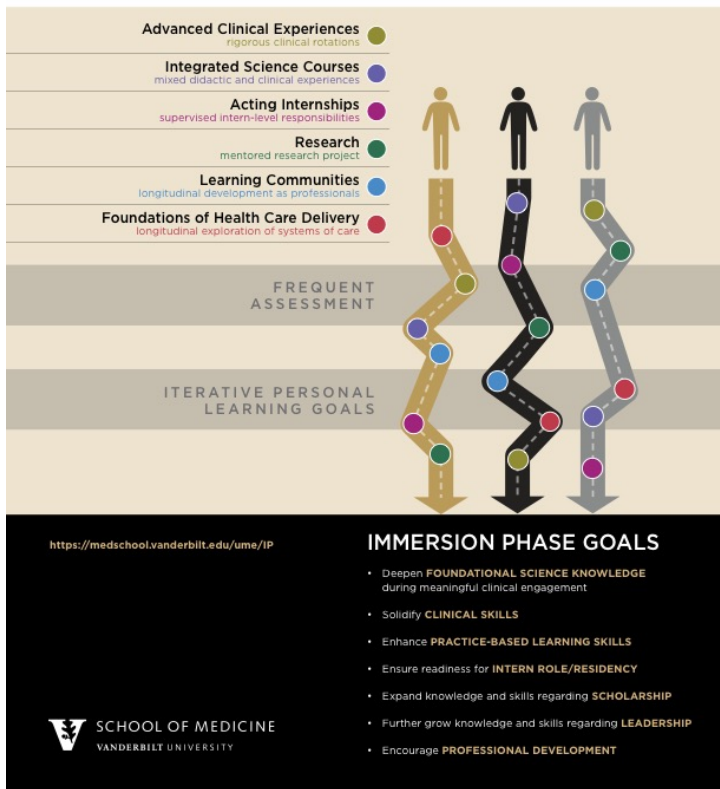
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# Goals of Immersion Assessments

## Curriculum 2.0: Immersion Phase

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



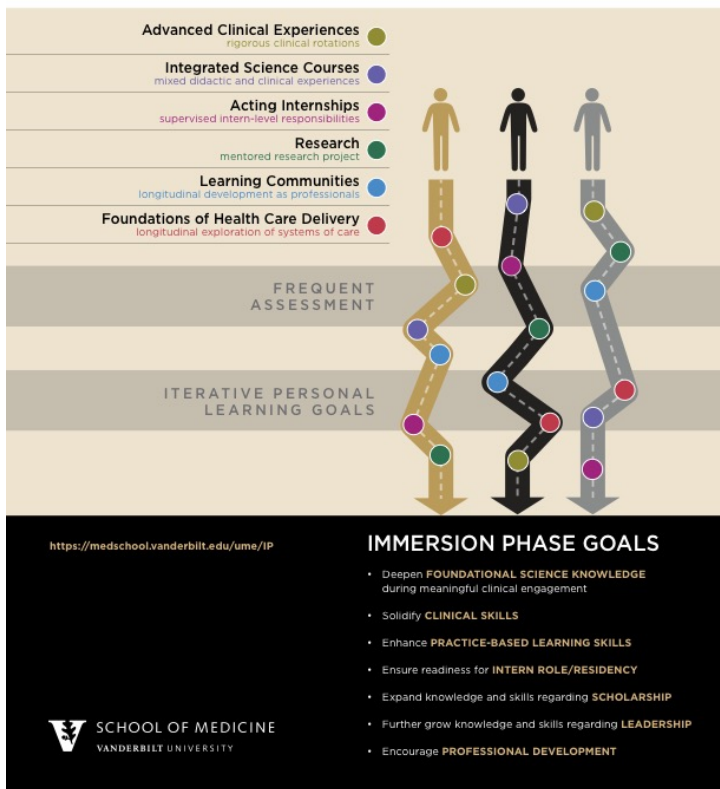
- Assess desired outcomes of VUSM curriculum required for graduation
- Appraise readiness for residency
- Provide feedback to direct future learning
- Provide distinction among students
- Generate data to inform curricular improvement



# Grading in the Immersion Phase

## Curriculum 2.0: Immersion Phase

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



## Graded as H/HP/P/F

- Integrated Science Courses (ISC)
- Advanced Clinical Experiences (ACE)
- Acting Internships (AI)
- Special Study–Away
- Research Immersion
- Foundations of Healthcare Delivery Quality Improvement (FHD QI) – 1-3 and Advanced Track

## Graded as P/F

- Advanced Electives (AE)
- Special Studies (Clinical here, Research - here or away)
- Learning Communities (LC)
- Foundations of Healthcare Delivery (FHD) – all except QI above



**ASSESSMENT in the  
IMMERISON PHASE**

**ACEs**

**ISCs**

**AIIs**

**FOCUS of  
Assessment**

Clinical Skills  
Practice-Based  
Learning

Medical  
Knowledge  
Integration

Ensure  
Readiness for  
Internship

**Predominant  
Method of  
Assessment**

- Milestones
- EPA 7

- Knowledge Assessments
  - Multiple Choice Exams
  - Essay exams
  - Quizzes
- Milestones

- Milestones
- Entrustable Professional Activities (EPA)



# ISCs

MEDICAL KNOWLEDGE	
Integration	MK2a
Depth	MK2b
Analysis	MK7a
Inquiry	MK7b
Use of info resources	MK7c
PATIENT CARE	
Thought process	PC2a
Self-knowledge	PC7a
INTERPERSONAL COMMUNICATION	
Content of presentations to colleagues	IPCS7b.1
PRACTICE-BASED LEARNING & IMPROVEMENT	
Receptivity to feedback	PBLI3a
SYSTEMS BASED PRACTICE	
Initiative and contribution to group efforts	SBP2a
PROFESSIONALISM	
Professional demeanor	PR1a

# ACEs

PATIENT CARE	
Differential dx	PC2b
Diagnostic workup	PC2c
Self-knowledge of limits	PC7a
Assessment and Plan	PC7b
MEDICAL KNOWLEDGE	
Depth	MK2b
INTERPERSONAL COMMUNICATION	
Rapport with patients and families	IPCS7a.1
Content of presentations to colleagues	IPCS7b.1
PRACTICE-BASED LEARNING & IMPROVEMENT	
Receptivity to feedback	PBLI3a
PROFESSIONALISM	
Professional demeanor	PR1a
Honesty/trustworthiness	PR5a
SYSTEMS-BASED PRACTICE	
Initiative and contribution (Conscientiousness)	SBP2a
Prioritization	SBP2b

**EPA 7:** Form a clinical question and retrieve evidence to advance patient care

# Als

PATIENT CARE	
Self-knowledge of limits	PC7a
MEDICAL KNOWLEDGE	
Depth	MK2b
INTERPERSONAL COMMUNICATION	
Rapport with patients and families	IPCS7a.1
PRACTICE-BASED LEARNING & IMPROVEMENT	
Receptivity to feedback	PBLI3a
PROFESSIONALISM	
Professional demeanor	PR1a
Honesty/trustworthiness	PR5a
SYSTEMS-BASED PRACTICE	
Initiative and contribution (Conscientiousness)	SBP2a
Prioritization	SBP2b

**EPA 4:** Enter and discuss orders and prescriptions

**EPA 5:** Document a clinical encounter in the patient record

**EPA 8:** Give or receive a patient handover to transition care responsibility

**EPA 10:** Recognize a patient requiring urgent or emergent care and initiate evaluation and management

# Frontline Clinical Faculty/Residents

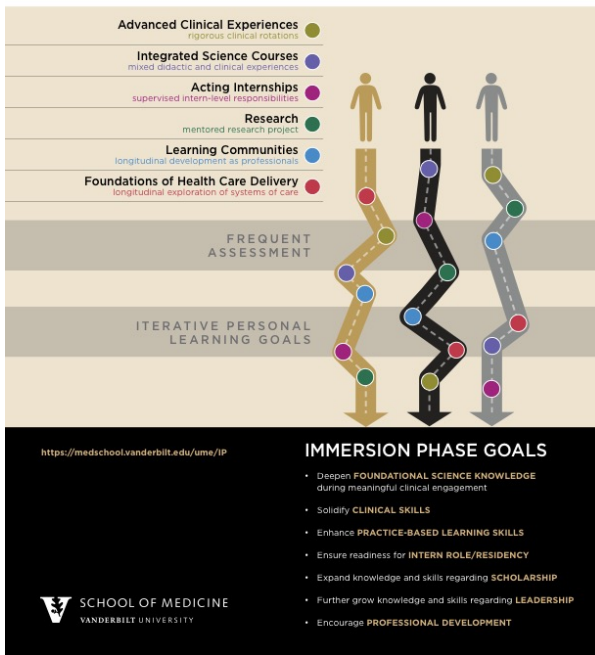


Student



## Curriculum 2.0: Immersion Phase

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



- **Who reports?** *Anyone that directly observes you!*

- Faculty
- Residents
- Interns
- Staff

- **Who solicits? How?**

- Course Directors - VStarPortfolio
- Immersion Phase Coordinator - VStarPortfolio
- **Learner (You!) - Compass**

*More data helps Course Directors understand assessor variability, learner's performance over time and provide more accurate summative assessment.*



# Compass: Best Practice

- You will use Compass to request data in all ACEs, AIs and ISCs ([www.vstarcompass.com](http://www.vstarcompass.com))
- Request feedback from clinicians (residents or attendings) with whom you have worked.
- Send requests at least 2x per week.
- Helpful to inform assessor before you send.
- N/A option for assessors

Tips for using Compass from the  
Student Curriculum Committee



# Compass: AI Example



The screenshot shows the Compass interface with a search bar at the top. Below the search bar is a section titled "Feedback" containing a list of five milestones. Each milestone has a progress indicator (a box with the number 0) and a right-pointing chevron. A red arrow points to the first milestone's progress indicator.

Milestone	Progress
1. AI: Medicine, VU: Imm 2017-18 Sec 09	0 >
2. EPA 4- Orders / Prescriptions (Sect 09, 2017-18) AI: Medicine, ...	0 >
3. EPA 5 - Clinical Encounter (Sect 09, 2017-18) AI: Medicine, VU	0 >
4. EPA 8 - Handover (Sect 09, 2017-18) AI: Medicine, VU	0 >
5. EPA 10 - Urgent Care (Sect 09, 2017-18) AI: Medicine, VU	0 >

Milestones for the AI or ACE are named simply by the course name

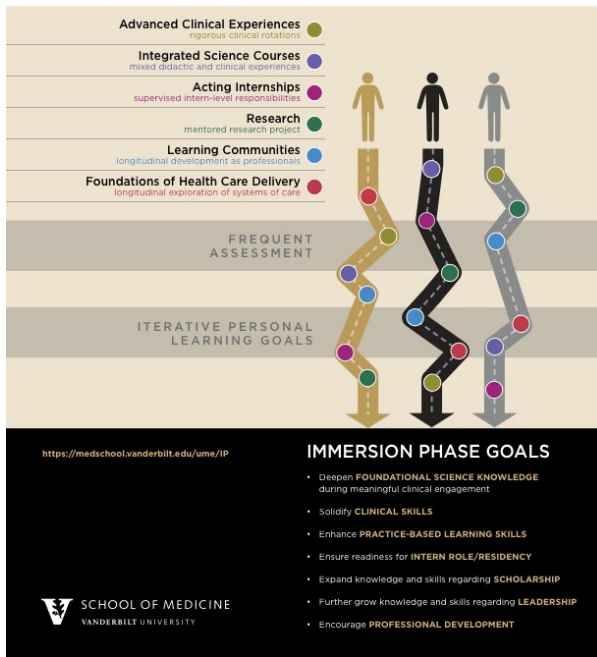
Students in their AI will have additional EPA activities



# Assessment in the Immersion Phase

## Curriculum 2.0: Immersion Phase

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



## Data Collected to Inform Grades

- Milestones on all 6 Domains
- PBL Exercise (EPA7)
- Clinical observations (milestone-based + comments)
- Other course specific assessment modalities (e.g., quizzes, exams, CBL, TBL)
- EPAs

How does the performance data lead to a final grade?

Frontline Clinical Faculty/Residents

Course Director



- Milestone (14) Assessments**
- MK2b-Depth
  - PC2b-Diff Dx
  - PC2c-Dx Workup
  - PC7a-Self-Knowledge
  - PC7b-Assessment/Plan
  - IPCS7a.1-Patient Rapport
  - IPCS7b.1-Presentation Content
  - SBP2a-Initiative
  - SBP2b-Prioritization
  - PBLI3a-Receptivity
  - MK7b-Inquiry
  - MK7c-Use of info resources
  - \*\*EPA7\*\*
  - PR1a-Prof Demeanor
  - PR5a-Honesty



Student

Domain Scores



Final Grade

- MK
- PC
- IPCS
- SBP
- PBLI
- Prof

- Honors
- High Pass
- Pass
- Fail



Reach Target Threshold  
Sub-Threshold

Activity Title	Assessor	Completed	pc2b	pc2c	pc7a	pc7b	mk2b	mk7b	mk7c	ipcs7a.1	ipcs7b.1	pbli3d	pr1b	sbp2b	Comments	
Imm 2016-17 Sec 2 ACE: Course	Assessor 1	10/2/16	4	4	4	4	4	4	4	5	4	4	5	4	n/a	
Imm 2016-17 Sec 2 ACE: Course	Assessor 2	10/1/16	4	4	5	3.5	3	4	4	4	4	4	4.5	4	Strengths include ability to work in tea	
Imm 2016-17 Sec 2 ACE: Course	Assessor 3	9/29/16	3	3.5	4	3.5	4.5	3.5	4		3	3.5	4		X is a very strong student. Presentati	
Imm 2016-17 Sec 2 ACE: Course	Assessor 4	9/27/16	4	4	5	5	5	5	5	5	5	5	5	4	X was an asset to my clinic. X often p	
Imm 2016-17 Sec 2 ACE: Course	Assessor 5	9/26/16	4	4	4	3	4	3.5	3	4		3	4	4	X was a wonderful med student to ha	
Imm 2016-17 Sec 2 ACE: Course	Assessor 6	9/23/16	5	5	5	5	5	5	5	5	5	5	5	5	Wonderful medical student! Did great	
Imm 2016-17 Sec 2 ACE: Course	Assessor 7	9/23/16	3.5	4	4	4	4	4	4		5	3	5	3	n/a	
Imm 2016-17 Sec 2 ACE: Course	Assessor 8	9/22/16	5	4	5	4	4	4	4	5	5	4		4	X is well organized, mature medical s	
Final assessment per domain			PC				MK			IPCS		PBLI		PR		SBP

Reach

Reach

Reach

Target

Reach

Reach

Reach
Target
Threshold
Sub-threshold

Course Director determines level of performance for each Competency Domain





**Medical Knowledge**

Understands established and evolving biological, clinical, epidemiological and social-behavioral sciences and must be able to apply this knowledge to patient care.

REACH

**Patient Care**

Provides care that is compassionate, culturally sensitive, safe, efficient, cost sensitive, appropriate, and effective for the treatment of illness and the promotion of health.

REACH

**Interpersonal and Communication Skills**

Able to communicate in ways that result in safe, culturally sensitive, effective and respectful information exchange and create beneficial partnerships with patients, their families, and other health professionals.

REACH

**Systems-based Practice**

Understands and responds to the larger context and system of healthcare and effectively call on system resources to provide care that is of optimal value.

TARGET

**Practice-based Improvement and Learning**

Able to continuously improve patient care by investigating and evaluating outcomes of care and by engaging in learning activities which involve critical appraisal and assimilation of scientific evidence and application of relevant knowledge to individual patients and populations.

REACH

**Professionalism**

Possesses the knowledge, skills and attitudes necessary to carry out professional responsibilities, adhere to ethical standards and establish and maintain productive, respectful relationships with patients and colleagues. Professionalism applies to formal and informal interactions in education systems, in health care practice settings, and in the wider community.

REACH



**Course Director  
determines level of  
performance for each  
Competency Domain**



**For clinical courses:** [optional]

Rate suitability for appointment as a resident on your service:

**Formative Comments**

Not to be quoted in Dean's Letter; please provide specific recommendations for improvement.

**Summative Comments**

Summative comments of student's performance may be used in Dean's Letter.

**FINAL GRADE**



**LEGEND:**

H: Excellent performance in all competency domains

HP: Excellent performance in several, but not all, competency domains

P: Satisfactory performance in all competency domains

P\*: Temporary grade given to students whose performance is marginal because of important deficiencies in some aspects of coursework or competency domains; must ultimately be resolved to Pass or Fail

F: Unsatisfactory performance

Note: "I" Incomplete is not a grade and is not an alternative for failure, but indicates that some work must be completed before a grade is issued.



**Course Director determines level of performance for each Competency Domain and the Final Grade**



	<i>Summative Competency Ratings (6 domains assessed)</i>
<i>Risk of Fail (course director discretion)</i>	Any Sub-Threshold OR >2 Thresholds
<i>Pass</i>	No more than 2 Thresholds All others at Target or above
<i>High Pass</i>	At least 3 Reaches All others at Target
<i>Honors</i>	Nothing below Target 5 Reaches

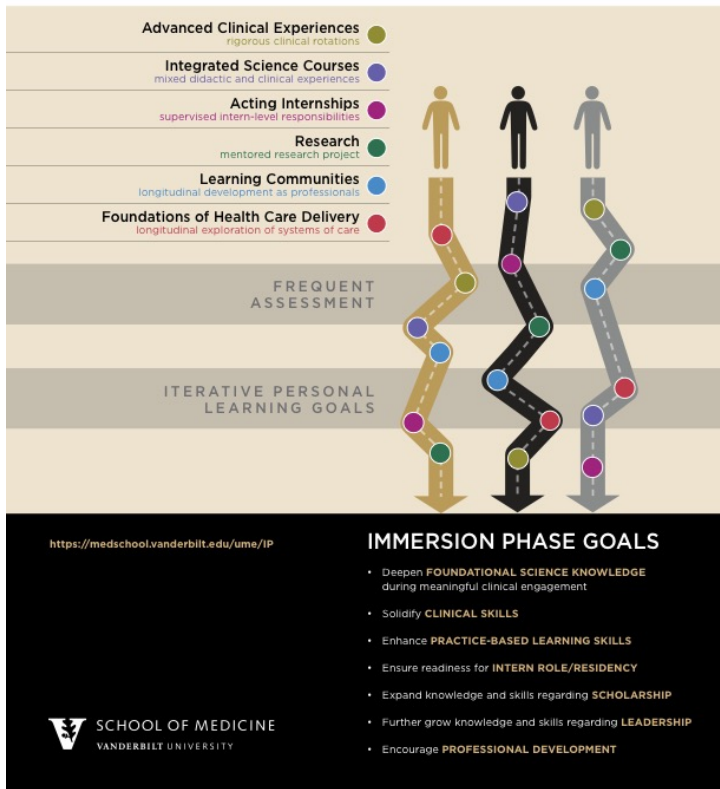
# Student Thoughts on Assessment

Kathleen Gallagher



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



# Quality Control

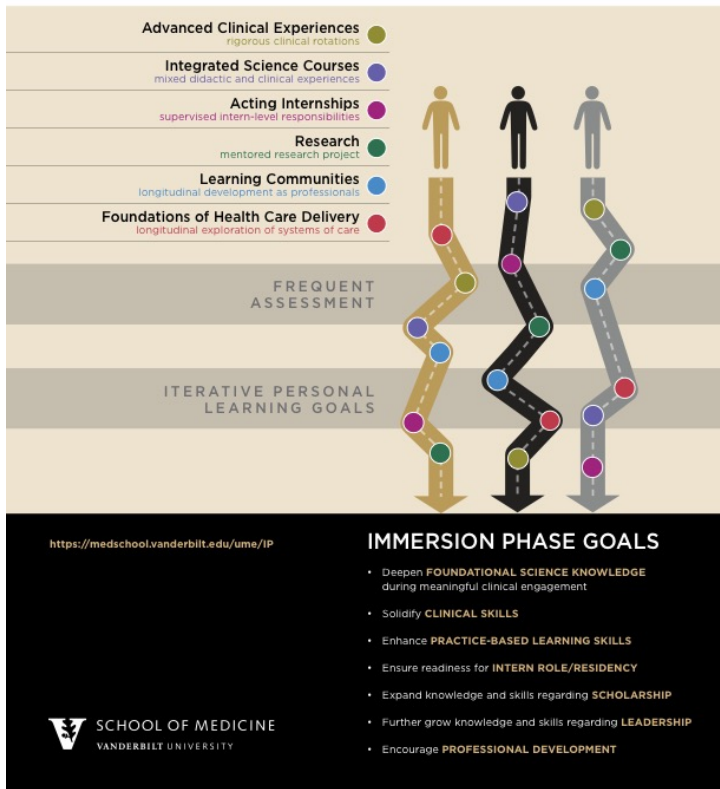
Supporting standardization of outcomes in the context of individualization of learning experiences



# Consistency within course categories

## Curriculum 2.0: Immersion Phase

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



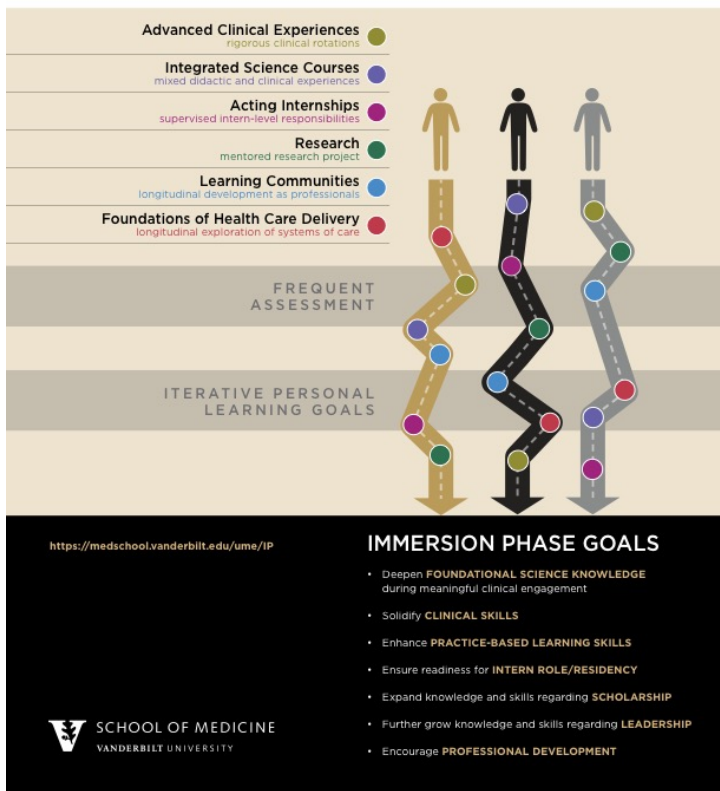
- Each category has a set of milestones being assessed during the rotation that all use (at a minimum):
  - AI milestone  
set: <https://medschool.vanderbilt.edu/ume/ai-milestones-students>
  - ACE milestone  
set: <https://medschool.vanderbilt.edu/ume/ace-milestones-students>
  - ISC milestone  
set: <https://medschool.vanderbilt.edu/ume/isc-milestones-students>



# Consistency within course categories

## Curriculum 2.0: Immersion Phase

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



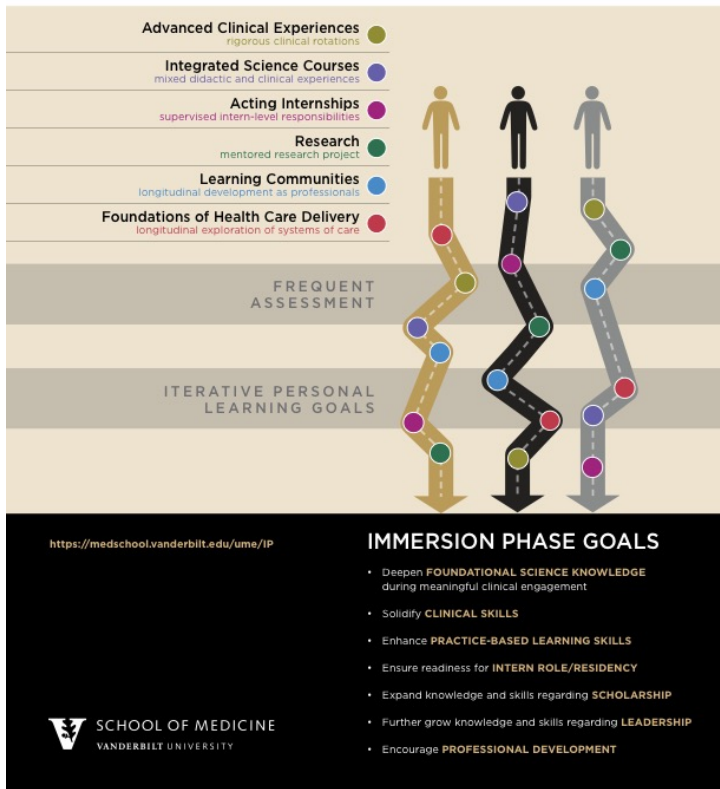
- The set of milestones (and EPAs) is aligned to ensure the main goal of each course is weighted appropriately
  - ISC–Medical Knowledge
  - ACE–Patient Care + Practice-Based Learning
  - AI–Patient Care (+ EPA assessments)



# QI efforts

## Curriculum 2.0: Immersion Phase

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



- Meetings of course directors within each category, to discuss data, review case examples and address process issues
- Faculty Development efforts to train workplace assessors
- Data analysis by Standing Assessment Committee:
  - Overall grade distribution
  - Distribution within categories
  - Milestone rating distributions by student and by faculty
  - Comparison with performance outcomes from prior phases



# Attendance Policy

- Students are expected to attend **all** required sessions as described in the course syllabus
- Pre-approval required for interviews, religious holy dates, presentations of work at an advertised scholarly meeting
- Emergency absences can be approved for serious medical issues and family emergencies
- The full policy and form is available in every V\*Learn Immersion Phase course in the student handbook. Form can be found at the top of every course in V\*Learn and on the Office of Medical Student Affairs website.
- Anything over 2 missed days must be rescheduled in coordination with the Course Director





**IMMERSION PHASE ABSENCE REQUEST FORM**

Refer to the *VUSM Catalog* for the full absence policy and procedures related to this form  
<http://vanderbilt.edu/catalogs/documents/medical.pdf#48imm>

*Request permission at least 4 weeks in advance of the start of the course.*

Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Date(s) of absence: \_\_\_\_\_ Type of absence:  Planned Absence  
 Emergency Absence  
 Interview

Reason(s) for absence: \_\_\_\_\_

**Step 1: PRIMARY COURSE**

Obtain signature/email approval from the appropriate course director of the ACE, AE, AI, ISC or Research Immersion in the section that will be missed:

---

*Course director*

*Signature acknowledges that a make-up plan has been mutually agreed upon with the student.*



# Dual Degrees

[https://medschool.vanderbilt.edu/ume/Imm\\_dual\\_degrees](https://medschool.vanderbilt.edu/ume/Imm_dual_degrees)



# Dual Degrees

- Students wishing to receive a waiver from any required curriculum requirements must complete and submit the [Alternative Pathway Request](#) with the Registrar.
- The Registrar will process the request and obtain approvals from the appropriate course director(s).

# C2.0 Dual Degree Requirements

[https://medschool.vanderbilt.edu/ume/Imm\\_dual\\_degrees](https://medschool.vanderbilt.edu/ume/Imm_dual_degrees)



C2.0 Requirements (in Months)	Ongoing Longitudinal Courses
4 Integrated Science Courses (ISCs) — on campus	Foundations of Health Care Delivery (11 units) <ul style="list-style-type: none"> <li>• 6 units taken during Intersessions</li> <li>• 5 units taken longitudinally, paired with other courses during the Immersion Phase</li> </ul>
1 Acting Internship — on campus	
4 Advanced Clinical Experiences (ACEs) — on campus	Learning Communities (8 units)
3 Research Immersion*	
2 Competency and Interest-driven Rotations <ul style="list-style-type: none"> <li>• can be ISCs, ACEs, Away ACEs, AIs or Advanced Electives</li> <li>• away with approval</li> <li>• one must be clinical</li> </ul>	
Overall Requirements	
14 months required	
6 flex months (4 flex + 2 months for Step 1 in July/August of year 3 + 1 month for interviews in December of year 4)	
May register for up to 18 rotations	
Must include: <ul style="list-style-type: none"> <li>• 1 Primary Care course (ACE: PC (VU or away), ACE: Adolescent Medicine or ISC: Community Healthcare)</li> <li>• 1 Acute Care course (ACE: Emergency Medicine or any ICU-based course, including ISC: Critical Care or critical care ACEs)</li> </ul>	

# C2.0 Dual Degree - Research

- Review dual degree with Research faculty, since some dual degrees can meet the Research Immersion credit requirement.
- If Research Immersion is needed, student must register for PLAN as well (only offered in March and September)

## Research Immersion

*\*It is strongly recommended that students contact the Office of Medical Student Research to discuss dual degree plans before enrollment in the degree program. Waiver request required for all dual degree students. Any request for research extensions require review of entire schedule.*

**MPH:** PLAN and Research Immersion requirements fulfilled by degree coursework.

**MDiv:** PLAN and Research Immersion required.

**MBA:** PLAN and Research Immersion requirements may be fulfilled by degree coursework. Evidence required for waivers.

**MEd:** PLAN and Research Immersion requirements fulfilled by degree coursework.

**MSCI:** PLAN and Research Immersion requirements fulfilled by degree coursework.

**MTS:** If taking the thesis track, PLAN and Research Immersion requirements may be fulfilled by degree coursework. Evidence required for waivers.

**LLM:** PLAN and Research Immersion requirements may be fulfilled by degree coursework. Evidence required for waivers.



# Promoting Professionalism at VUMC: You Have an Important Role!

**Lynn E. Webb, PhD**

*Assistant Dean, School of Medicine  
Center for Patient and Professional Advocacy*



# VUMC Credo

We provide excellence in health care, research and education.

We treat others as we wish to be treated.

We continuously evaluate and improve our performance.

- I make those I serve my highest priority
- I respect privacy and confidentiality
- I have a sense of ownership
- I conduct myself professionally
- I communicate effectively
- I am committed to my colleagues



# Sample Reported Learner Concerns

“During a feedback session, the attending told me ‘when you are presenting, in my head I am thinking, shut up, just shut up, I wish you would shut up, please shut up’.”

“I thought [the lecturer] was being disrespectful to anyone suffering from mental illness, even students with anxiety.”

“Dr. X said that we were all retarded.”

“We were on rounds and the resident said to me, ‘bend over, I need something to write on...it was very humiliating.’”

“I was placing the retractor; the attending slapped my hand. It hurt.”





# Definition of *Behaviors That Undermine the Learning Environment*

**Interfere with ability to achieve intended outcomes**

---

**Threaten safety**  
*(aggressive or violent physical actions)*

---

**Create intimidating, hostile, offensive (unsafe), biased environment**

---

**Violate policies**  
*(including conflicts of interest and compliance)*

---

*It's About Safety*



# What behaviors are “worth” reporting?

Feedback

Humiliation

Disrespect

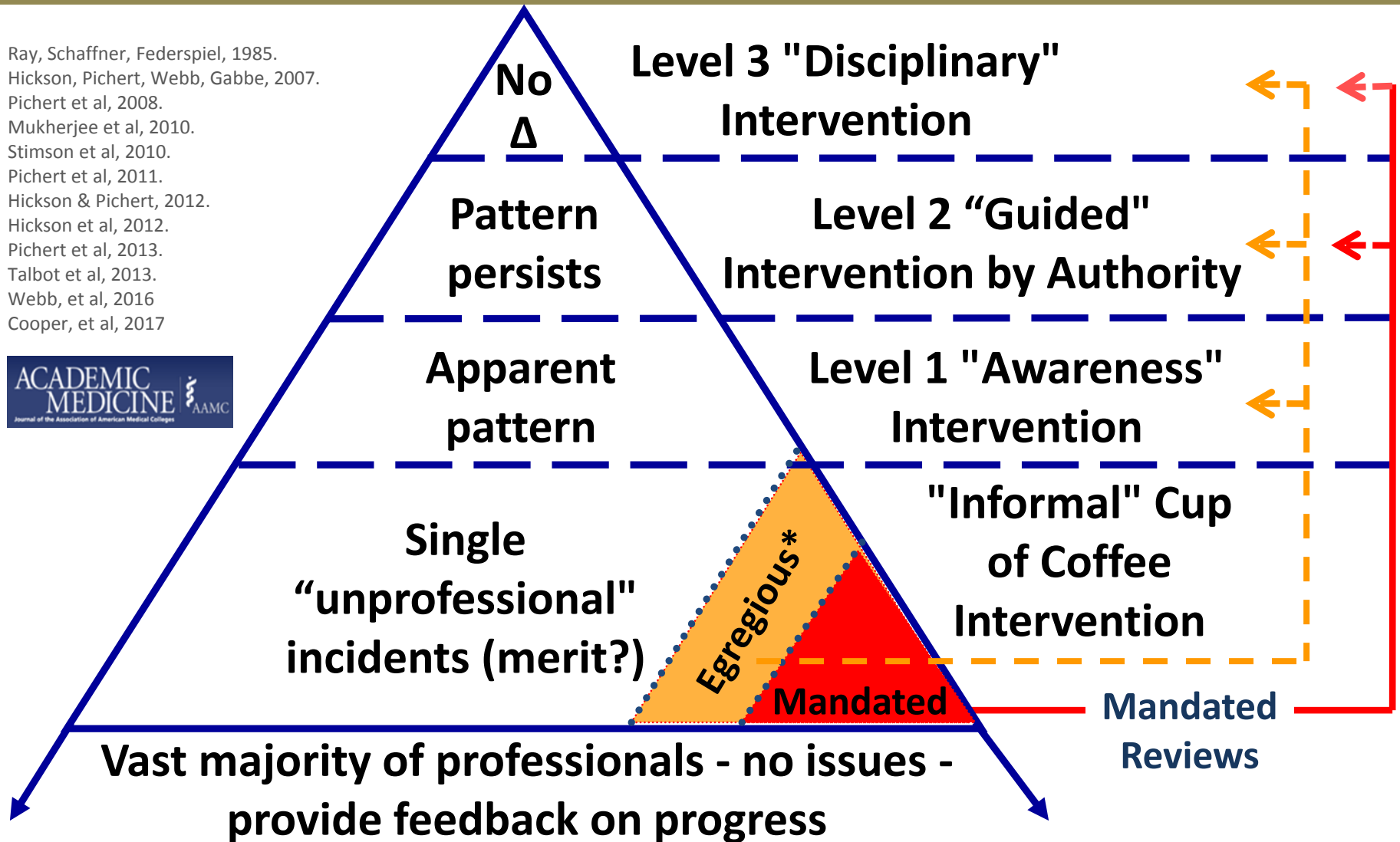
Abuse

**All reported events represent an opportunity to reflect**



# How are data shared in a thoughtful way?

Ray, Schaffner, Federspiel, 1985.  
 Hickson, Pichert, Webb, Gabbe, 2007.  
 Pichert et al, 2008.  
 Mukherjee et al, 2010.  
 Stimson et al, 2010.  
 Pichert et al, 2011.  
 Hickson & Pichert, 2012.  
 Hickson et al, 2012.  
 Pichert et al, 2013.  
 Talbot et al, 2013.  
 Webb, et al, 2016  
 Cooper, et al, 2017





# Our Approach:



**Help learners feel safe to report**



**Equip “trusted” faculty to help learners reflect on event and encourage reporting**



**Use standard VUMC processes to address behavior**



**Consider timing of feedback to minimize potential impact on the learner**



# Options for those who experience or witness conduct inconsistent with Credo:



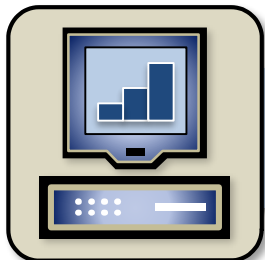
**Informal/Collegial feedback with the Professional (Cup Of Coffee)**

**AND/OR**



**Search out a trusted faculty member to share the concern**

**AND/OR**



**Report occurrence in Veritas**



# Trained Faculty Resources:

- College Advisors/Portfolio coaches
- Clerkship and Course Directors
- Associate/Assistant Deans
- Faculty Coordinator:
  - Lynn Webb, PhD
  - [Lynn.Webb@Vanderbilt.edu](mailto:Lynn.Webb@Vanderbilt.edu)
  - Cell: (615) 429-2827

# Faculty Panel

Research (Dr. Barnett)

Foundations of Healthcare Delivery (Dr. Green)

Learning Communities (Dr. Allos)



# Inquiry Program

Office of Medical Student Research

<https://medschool.vanderbilt.edu/student-research/>

Joey V. Barnett, PhD

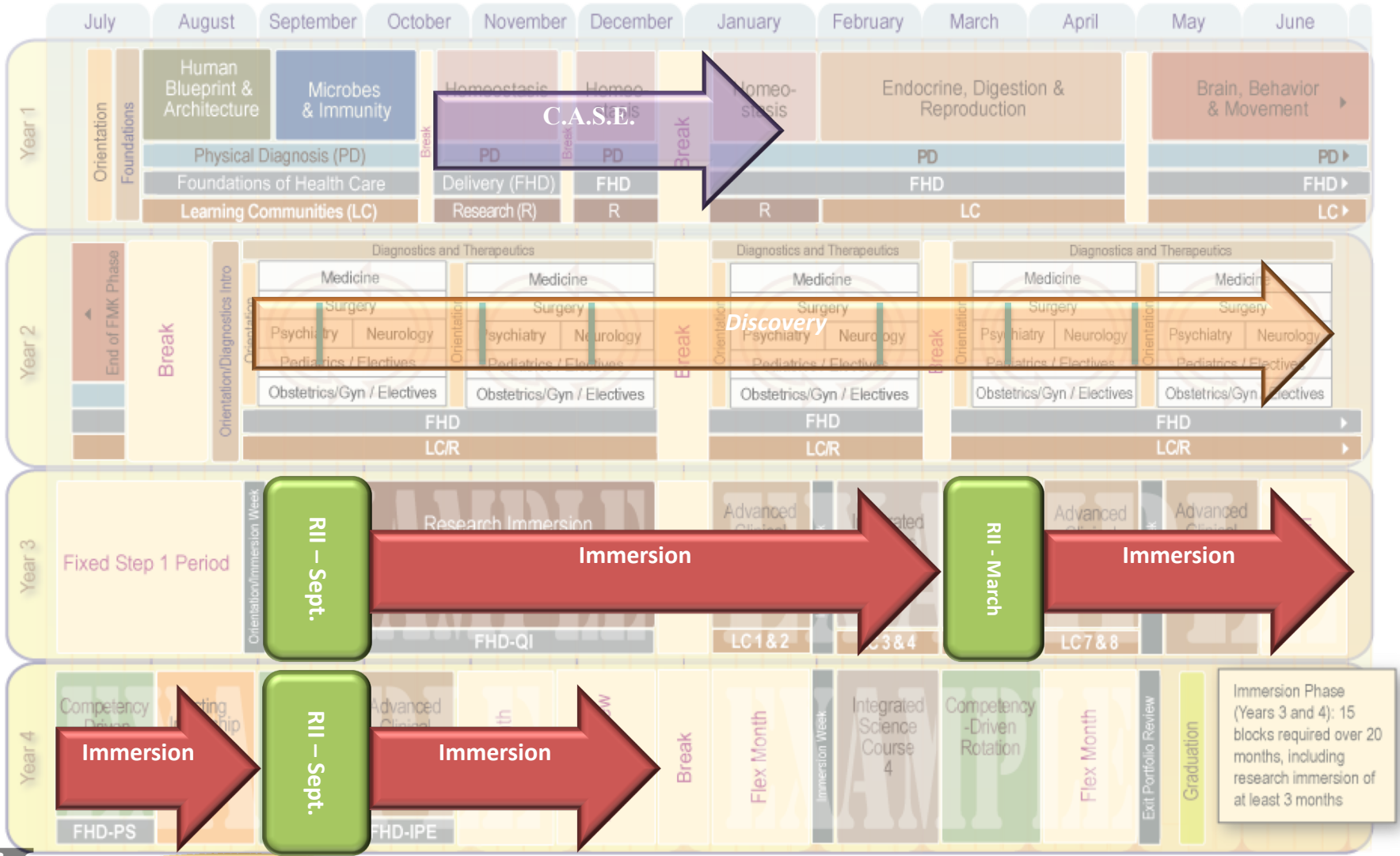
Director, Office of Medical Student Research

Assistant Dean of Physician-Researcher Training





# Inquiry Program Overview



# PLAN Preparation

- Emails from the Office RE: Project Plan feedback
- SESSION 1: September 4<sup>nd</sup> @ 1:00 PM 4<sup>th</sup> Floor LH
  - Pre-reading and Pre-Session Assessment due by 11:59 pm, Sunday September 2<sup>nd</sup> . Be prepared to present your project to your small group – whiteboards, 5 min each.
- Small Groups & Locations; Mentor feedback
- Invite your mentor to presentations (last session)



# Research Immersion

Office of Medical Student Research

<https://medschool.vanderbilt.edu/student-research/>



# Overview

- Honors/High Pass/Pass/Fail
- All course assignments/activities are mandatory
- Objectives and further details also found in the course syllabus



# Deliverables & Activities

## Course deliverables:

- Abstract
- Poster
- Oral Presentation

## Activities:

- Meetings (Course, RD, Mentor)
- Co-curricular activities



# Questions?

## RESEARCH IMMERSION TEAM

### Office of Medical Student Research

312 Light Hall

[vms.research@vanderbilt.edu](mailto:vms.research@vanderbilt.edu)

#### **Joey Barnett, PhD**

Director, Office of Medical Student Research  
Assistant Dean, Physician-Researcher Training

#### **Luke Finck, EdD, MA**

Assistant Director, Office of Medical Student Research  
Instructor, Medical Education and Administration

#### **Jennifer Alexander**

Program Coordinator, Office of Medical Student Research

#### **Mason Shedd**

Program Coordinator, Office of Medical Student Research



# Learning Communities



## OVERARCHING COURSE GOALS:

- To utilize “intentionally developed longitudinal groups that aim to enhance students’ medical school experience and to maximize learning.”
- To solidify student understanding regarding the **professional role of a physician**, and to develop the skills necessary for successful functioning as a medical professional
- To re-explore major moral philosophies and tenets of biomedical **ethics** within the context of clinical medicine
- To foster the ongoing development of a deeper understanding **of cognition, including critical thinking, clinical reasoning, and metacognition**, to allow students to function within the complex adaptive systems found within the healthcare environment
- To develop the skills and processes of a **expert learner** who seeks to address gaps in knowledge as they arise in the clinical and research contexts
- To build on foundational leadership abilities to enhance student knowledge, skills and attitudes surrounding **effective physician leadership**
- To foster an ongoing sense of **collegial identity** within each of the four colleges, manifested as a respectful tolerance towards perspectives and beliefs discordant with their own, which will serve as a foundation for professionalism and professional discourse with colleagues and patients







# LC Units during Immersion Phase

Work Individually Prior to Face to Face Session

- Complete assigned readings
- Complete assigned exercises
- Post in Vstar Forums
- Gather in College groups for discussion on one Monday during the 4-week block

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





# Logistics of LC sessions

- Offered on a rolling schedule
- Offered 4x during your Immersion Phase
- Register via YES! for each unit
- **Must be physically present for discussions**

	July	August	September	October	November	December	January	February	March	April	May	June
Year 3	STEP 1										No LC Offered	No LC Offered
LC			LC1/LC2	LC3/LC4	LC5/LC6	LC7/LC8	LC1/LC2	LC3/LC4	LC5/LC6	LC7/LC8		
Year 4	No LC Offered	No LC Offered									Graduation	
LC			LC1/LC2	LC3/LC4	LC5/LC6	LC7/LC8	LC1/LC2	LC3/LC4	LC5/LC6	LC7/LC8		

# **Foundations of Health Care Delivery**



1

**Advanced Communications 1 and Public Health and Prevention**  
(Intro to Immersion Phase week)

2

**Advanced Communications 2 and Interprofessional Education 1**  
(3<sup>rd</sup> year spring FHD Immersion)



4

**QI 1-3/PS longitudinally during 3<sup>rd</sup> year**  
**IPE2 fulfilled either via one month longitudinal or other approved experience\***

3

**Healthcare Economics and Policy**  
(4<sup>th</sup> year winter FHD Immersion)



➤ **August 27-31, 2018**

➤ **May 6-10, 2019**

➤ **February 2020: Dates TBD**



# FHD Immersion Course Information

5 units are completed longitudinally,  
mostly during 3<sup>rd</sup> 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)**



# 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?

## 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



# Administrative Staff



**Program Manager**  
Heather Laney



**Program Coordinator**  
Ernest Guerra



**Program Coordinator**  
Eric Huffman

EBL 4<sup>th</sup> Floor

<https://medschool.vanderbilt.edu/fhd/>  
[fhd@vanderbilt.edu](mailto:fhd@vanderbilt.edu)





# **Aways, Add/Drops, Degree Audit and more**

Office of Enrollment Services

<https://medschool.vanderbilt.edu/enrollment/>



# Office of Enrollment Services (OES)

- Admissions, **Student Records**, Financial Aid
- 224 Eskind Biomedical Library & Learning Center
- Student Records related services:
  - Course Registration management
  - Maintenance of academic records
  - Credentialing
  - Verifications
  - Academic credentialing
  - Away rotation support
  - Degree audit services
  - Grade recording



# Know Your Rotation Schedule

- You are currently registered through June 2019
- Log into YES (<http://yes.vanderbilt.edu>)
- Click on Student Registration
- For ACEs and ISCs, section number corresponds to rotation month. e.g. 09 for September, 10 for October, etc.

















# What is my schedule?

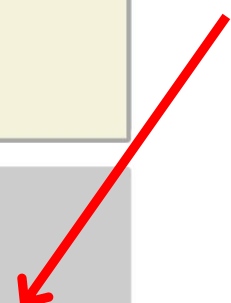
Email: [REDACTED]  
Commodore ID: [REDACTED]

**Medical Doctor Career**

Adviser(s): Joseph Gigante  
**Doctor of Medicine Degree**  
School: *School of Medicine*  
Classification: *Professional Doctoral Year 4*  
Degree Expect Term: *2016 Year*

Click here  
to view  
schedule

 <a href="#">Academic Record</a>	 <a href="#">Address Change</a>	 <a href="#">Anchor Link</a>
 <a href="#">Billing Portal</a>	 <a href="#">Blackboard</a>	 <a href="#">Degree Audit</a>
 <a href="#">Direct Deposit</a>	 <a href="#">DoreWays</a>	 <a href="#">Graduation</a>
 <a href="#">Message Center</a>	 <a href="#">Mobile YES</a>	 <a href="#">Student Registration</a>
 <a href="#">Transcript Request</a>	 <a href="#">Writing Studio Appt.</a>	



# What is my schedule?

2016 Year ▾ All Sessions ▾

SEARCH	IN CART	ENROLLED	ENROLLMENT DATES
	0.0 HRS	0.0 HRS	APR 28 2016

Effective Fall 2015, Vanderbilt University has introduced a new course catalog numbering scheme. For assistance with the translation between old and new numbers, please consult the [Course Renumbering Lookup Tool](#).

**Search Classes** »

Advanced

**2018 Year = 2018-19 =  
July 1, 2018 through  
June 30, 2019**

**Click here to  
see all  
enrolled  
courses**



# Adding and Dropping

## **Pay attention to add/drop deadlines!**

Self-service (via YES) adding and dropping is available throughout the academic year subject to the following deadlines:

- No less than 6 weeks in advance for
  - Some ACEs (e.g. EM and Primary Care)
  - All ISCs
- No less than 4 weeks in advance for most ACEs
- No less than 1 week in advance for all individual (non-inter-session) FHD units and LC units
- For details, see academic calendar online



# Late Requests to Add or Drop

- Late requests to add or drop are evaluated case-by-case.
  - **Immersion rotations** - Immersion Phase Team ([immersion.phase@Vanderbilt.edu](mailto:immersion.phase@Vanderbilt.edu))
  - **FHD Immersion** - FHD Team ([fhd@Vanderbilt.edu](mailto:fhd@Vanderbilt.edu))
- Send email request explaining why deadline was not met.
- If drop or add is approved, complete the form at <https://medschool.vanderbilt.edu/enrollment/forms>



# Special Studies

- Can be clinical or research
- In select cases, can be non-clinical and non-research
- Requires a faculty mentor with a full faculty appointment
- Does **not** count toward ACE, ISC or AI
- Not designed as an alternative to ACE, ISC or AI
- Must be approved by the Immersion Phase Team
- Approval form is available on OES website





# Special Studies Approval Forms

- Designed to be collaboratively completed by student and faculty mentor.
- Final submission is made to OES by ***faculty mentor***.
- Form is at <https://medschool.vanderbilt.edu/enrollment/forms>

















# Degree Audit

Email: [REDACTED]  
Commodore ID: [REDACTED]

**Medical Doctor Career**

Adviser(s): Joseph Gigante  
Doctor of Medicine Degree  
School: School of Medicine  
Classification: Professional Doctoral Year 4  
Degree Expect Term: 2016 Year

Click here to  
view degree  
audit

 <a href="#">Academic Record</a>	 <a href="#">Address Change</a>	 <a href="#">Anchor Link</a>
 <a href="#">Billing Portal</a>	 <a href="#">Blackboard</a>	 <a href="#">Degree Audit</a>
 <a href="#">Direct Deposit</a>	 <a href="#">DoreWays</a>	 <a href="#">Graduation</a>
 <a href="#">Message Center</a>	 <a href="#">Mobile YES</a>	 <a href="#">Student Registration</a>
 <a href="#">Transcript Request</a>	 <a href="#">Writing Studio Appt.</a>	



# Degree Audit

- Designed to track progress toward degree completion
- Helps you know which “bucket” a course or rotation falls into
- Available to you and your portfolio coach in YES



## Immersion Phase

✘ Not Satisfied

**Description:** The Immersion Phase is a highly individualized period that builds upon the foundational knowledge acquired earlier, in a context that is most relevant to each student's individual interests. Immersion courses will solidify clinical skills; deepen foundational science knowledge through meaningful clinical engagement; allow students to dive into areas of personal learning needs and/or interest; expand knowledge and skills in leadership and scholarship; ensure readiness for residency; and enhance workplace learning skills. Students will select from a broad menu of courses including Integrated Science Courses, Advanced Clinical Electives, Acting Internships and Concentrations. During a portion of the immersion phase, students will participate in a three- to six-month mentored research experience, tailored around each student's particular research and clinical interests. The longitudinal curricular elements of Foundations of Healthcare Delivery and Learning Communities will remain integral to student development during the Immersion Phase.

Requirement(s):

Primary Care Check

✘ Not Satisfied

Acute Care Check

✔ Satisfied

Immersion Core

✘ Not Satisfied

**Description:** Minimum of 15 courses required over 22 months

**Courses:** 15 required, 7 taken, 8 needed

Integrated Science

✘ Not Satisfied

Acting Internship

✘ Not Satisfied

Advanced Clinical Experiences

✘ Not Satisfied

Research Immersion

✔ Satisfied

Competency and Interest-Driven Rotations - (Clinical)

✘ Not Satisfied

Competency and Interest-Driven Rotations

✘ Not Satisfied

Immersion Longitudinal

✘ Not Satisfied

Description: Immersion Longitudinal

Foundations of Health Care Delivery Intersessions

✘ Not Satisfied

Quality Improvement and Patient Safety

✘ Not Satisfied

Interprofessional Education

✘ Not Satisfied

EPA Week

✔ Satisfied

Learning Communities

✘ Not Satisfied

PLAN

✔ Satisfied



# Degree Audit

- Remember: Current enrollments only go through June 2019
- You will register for 2019-20 in April 2019
- Audit assumes successful completion of in-progress coursework
- Audits are automatically “refreshed” weekly
- Self-service “refresh” button is available



# Degree Audit Refresh

Medical Doctor

Refresh My Audits

Print

*Degree audits are for advisory purposes only and do not certify progress in the degree. Please refer to the appropriate school catalog as the authoritative document governing degree requirements. The student, in consultation with the adviser, should carefully review both sources.*

*NOTE: The audit assumes the successful completion of enrolled classes; classes in progress display as "satisfied" in the audit. Students and their advisers should check the audit carefully before concluding that a distributional or major requirement has been completed.*

Hide Disclaimer

*Effective Fall 2015, Vanderbilt University has introduced a new course catalog numbering scheme. For assistance with the translation between old and new numbers, please consult the [Course Renumbering Lookup Tool](#).*

**Self-service refresh**



# Alternative Pathways

- Dual degree
- Research year
- Form available at <https://medschool.vanderbilt.edu/enrollment/student-alternative-path-request>
- Must declare pathway to completing Immersion requirements
- Must be approved by Dean Fleming
- Not approved until you've received written approval from Dean Fleming



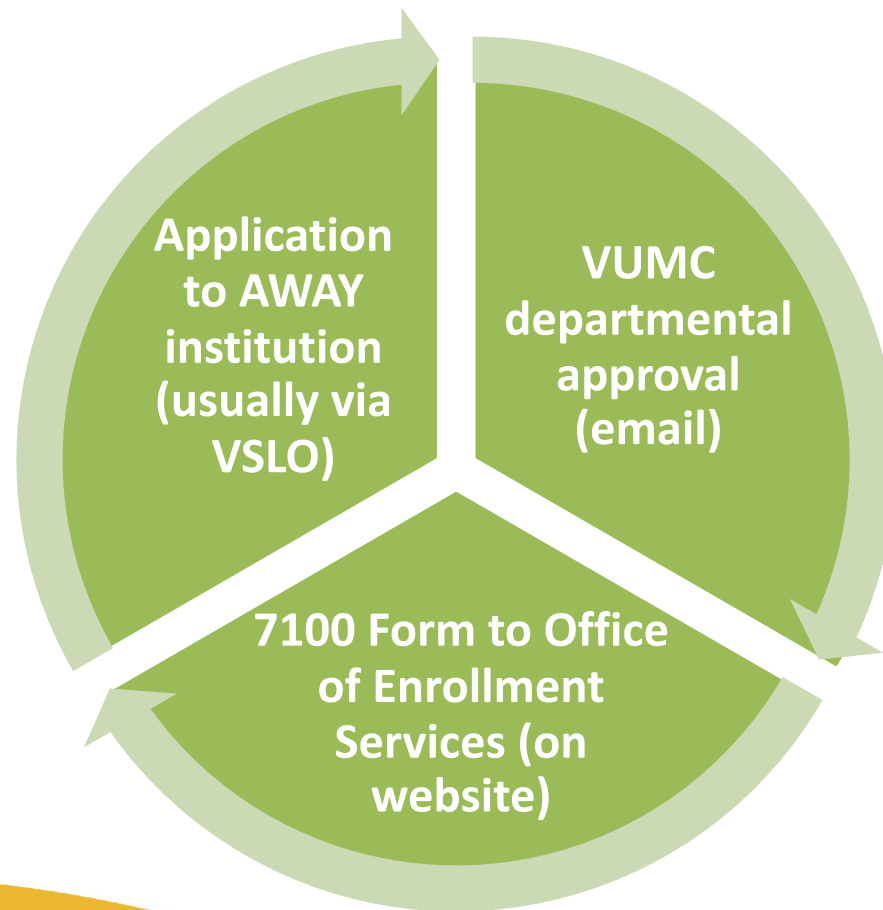


# Pursuing AWAY Rotation

- You are eligible once FCC phase is complete and you have taken and passed Step 1.
- Form and instructions are at <https://medschool.vanderbilt.edu/enrollment/forms>
- You will **not** self-service register. You will work closely with Office of Enrollment Services to:
  - Apply for away rotations
  - Register for away rotations
- You can apply for **most** away rotations through the Visiting Student Learning Opportunities (VSLO) which is sponsored by the Association of American Medical Colleges (AAMC).
- FOLLOW THE VUSM APPROVAL PROCESS!
- Not covered for liability if not enrolled in the experience at VUSM



# Process for Pursuing AWAY Rotation



# Process for Pursuing AWAY Rotation

- Office of Enrollment Services MUST receive notification from VU departmental approver. [see website for list]
- You are not registered until your form is submitted, departmental approval is received, and you see the rotation listed in YES.
- ALWAYS check for schedule conflicts and remember the immersion rotation drop deadlines.
- In early 2019 we will conduct extensive in-person overview of the process.



# Questions?

Office of Enrollment Services

224 Eskind Biomedical Library & Learning Center

Ph. 615-322-2145

medregistrar@vanderbilt.edu

Monday-Friday 8am-4:30pm

## Student Records Staff

**Logan Key**

**Melissa Carro** (away rotations; credentialing)

**Vacant** (enrollment; registration)

**Vacant** (general assistance with enrollment or financial aid)



# Final Thoughts from a Student

Jon Alverio



# LUNCH

**Be Back by 1:00PM for Dr. Yates' session on  
"Preparing for USMLE Step 2 Clinical Skills Examination"**

