

Immersion Phase

Class of 2021

Phase Directors

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Meeting Goals

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

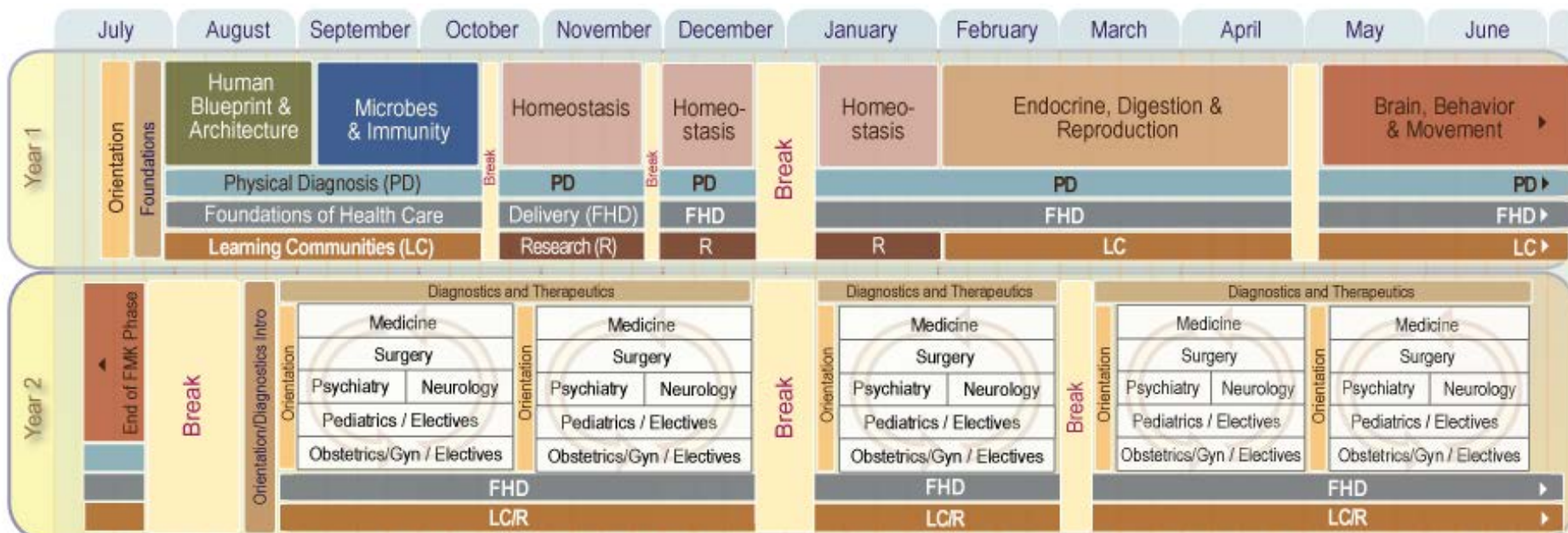
mentored research project



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**

VUSM Curriculum 2.0



VUSM Curriculum 2.0



Immersion Weeks are Mandatory

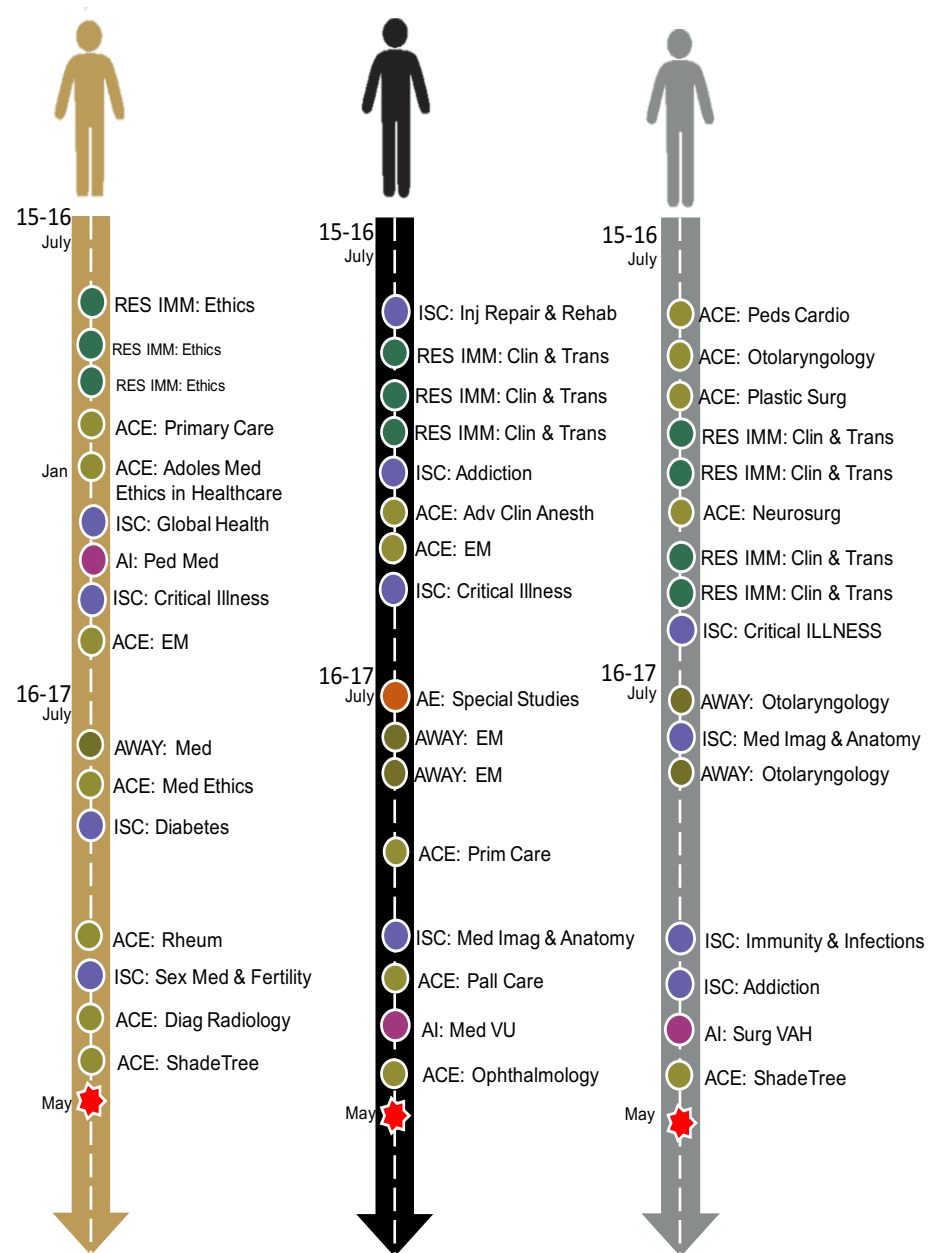
Year 3:

Aug. 26-30, 2019 — Immersion Orientation, FHD: AC1 and PHP

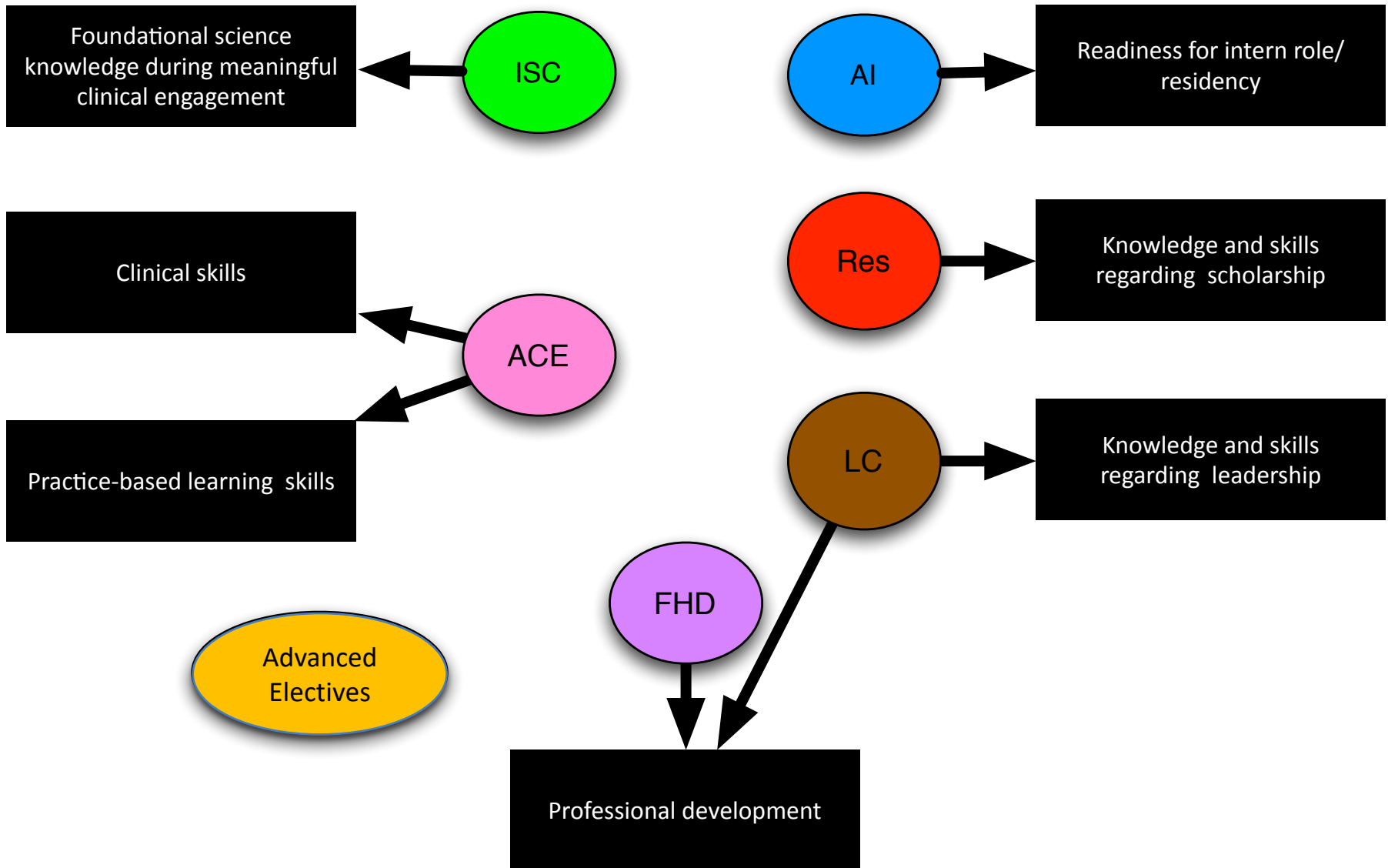
Feb. 3-7, 2020 — EPA Week

May 4-8, 2020 — FHD: AC2 and IPE1

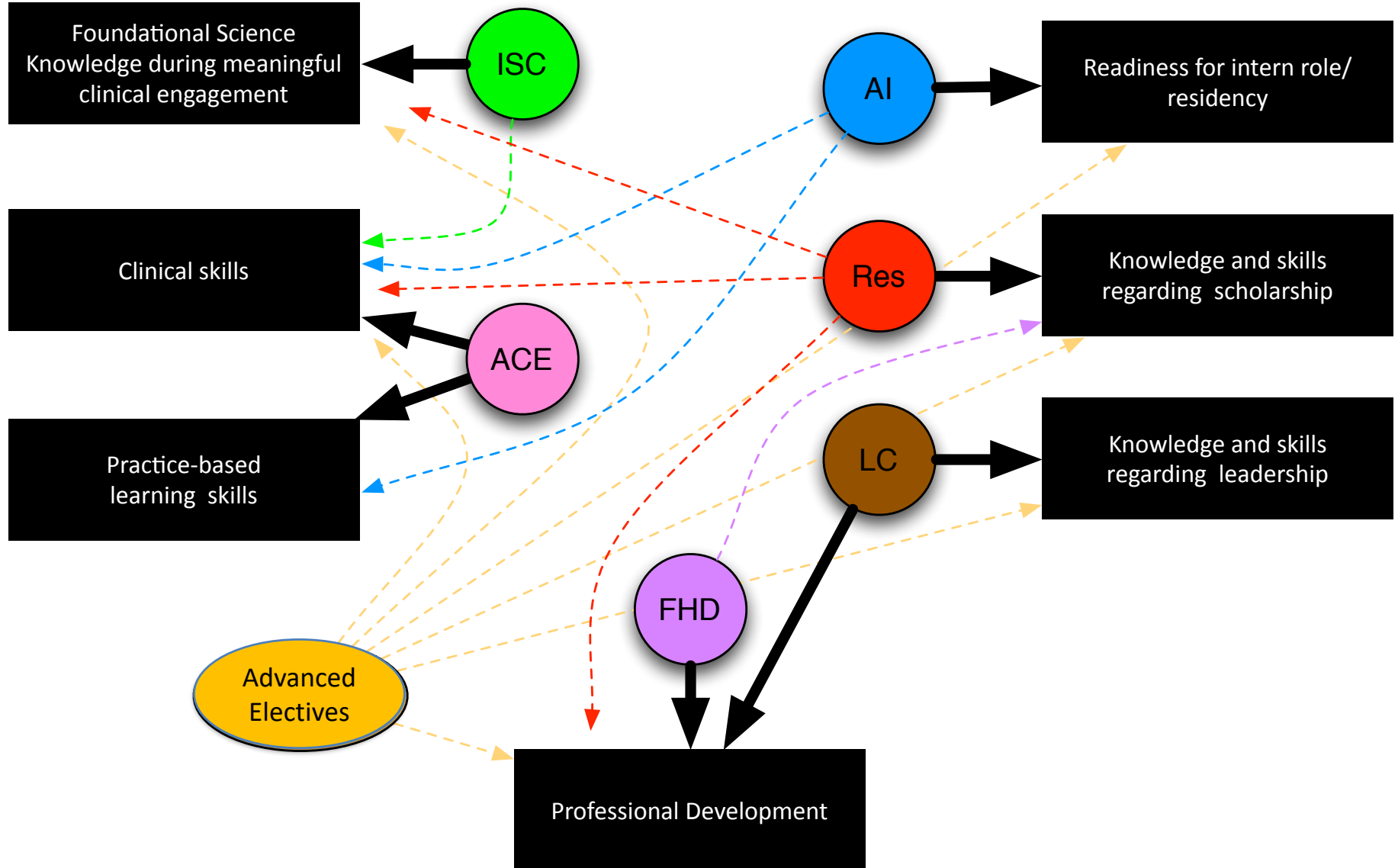
Individualization



Courses Designed to Meet Phase Goals



Courses Designed to Meet Phase Goals



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



Advanced Clinical Experiences (ACE)

- 4-week clinical rotations designed to develop clinical and practice-based learning skills
- Set of common learning objectives for all ACEs
- The **final grade is assigned on an H/HP/P/F** basis based on milestones and formative comments



Integrative Science Courses (ISC)



- 4-week mixed didactic/clinical rotations designed to reinforce and advance the foundational sciences* underlying clinical medicine (the why)
- Innovative mixed design with multiple learning activities (CELA, CBL, TBL, lectures, conferences, community clinics, etc.)
- Set of common learning objectives for all ISCs
- The **final grade is assigned on an H/HP/P/F** basis based on quantitative scores, competency milestones, and formative comments.

**traditional pre-clinical sciences as well as social and behavioral sciences, health services and population science, quantitative methods and informatics.*



Integrated Science Courses

- 1) Clinical Cancer Medicine
- 2) Cardiovascular Diseases
- 3) Clinically Applied Immunology
- 4) Critical Illness
- 5) Community Healthcare
- 6) Diabetes Mellitus
- 7) Emergency Care: Cell to System Science
- 8) Global Health: Delivering Primary Care in Resource-Limited Settings
- 9) Healthy Aging and Quality Dying
- 10) Health Systems Science in a Working-Learning Health System
- 11) Infectious Diseases
- 12) Injury, Repair, and Rehabilitation
- 13) Medical Imaging and Anatomy
- 14) The Skinny on Obesity
- 15) Sexual Medicine and Reproductive Health

50% held for
your cohort



Acting Internships (AI)

- An intensive, inpatient experience designed to provide the student with supervised intern-level responsibilities.
- All time devoted to this rotation; no longitudinal units (PLAN or LC) can be paired with AI.
- **Final grade will be assigned as H/HP/P/F** based on milestones, Entrustable Professional Activities (EPAs), and formative comments.
- Will be offered March – September.



In November, we will communicate the process for enrollment.



Advanced Electives (AE)

- 4-week courses that are typically “classroom”-based
- These courses meet the competency- and interest-driven requirement
- Final grade will be assigned as P/F

AE: Approaching End of Life - NEW
AE: Career Exploration - NEW
AE: Child Abuse Pediatric Medicine
AE: Ethics in Health Care: Theological and Philosophical Perspectives
AE: Forensic Pathology
AE: Global Health
AE: Med School 101
AE: Preparation for Internship
AE: Preparation for Surgical Internship
AE: Student Hotspotting - NEW
AE: Students as Teachers



Special Studies

- Courses that are uniquely designed by the student **in collaboration with Vanderbilt faculty AND** not in the current course catalog
- To receive credit, course must be:
 - 4-weeks long
 - Have learning objectives with multiple assessment modalities
- Fulfill a “competency/interest-driven” requirement
- Final grade will be assigned as **P/F**

(Exception–7100 AWAY Clinical Rotations graded as H/HP/P/F)

- Enrollment will explain the process for petition and review at orientation in August

Form #	Course
Form 6100	Petition for Clinical Special Study (at VUSM)
Form 6200	Petition for Non-Clinical Special Study
Form 6150	Petition for Research Special Study (at VUSM)
Form 7100	Petition for Clinical Rotation (Away)
Form 7150	Petition for Research Special Study (Away)



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)		<i>Flex months (4 + 2 month for Step 1 + 1 month for interviews)</i>

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

To extend research beyond 3 months:

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

4 months: Additional research month fulfills one competency/interest-driven rotation

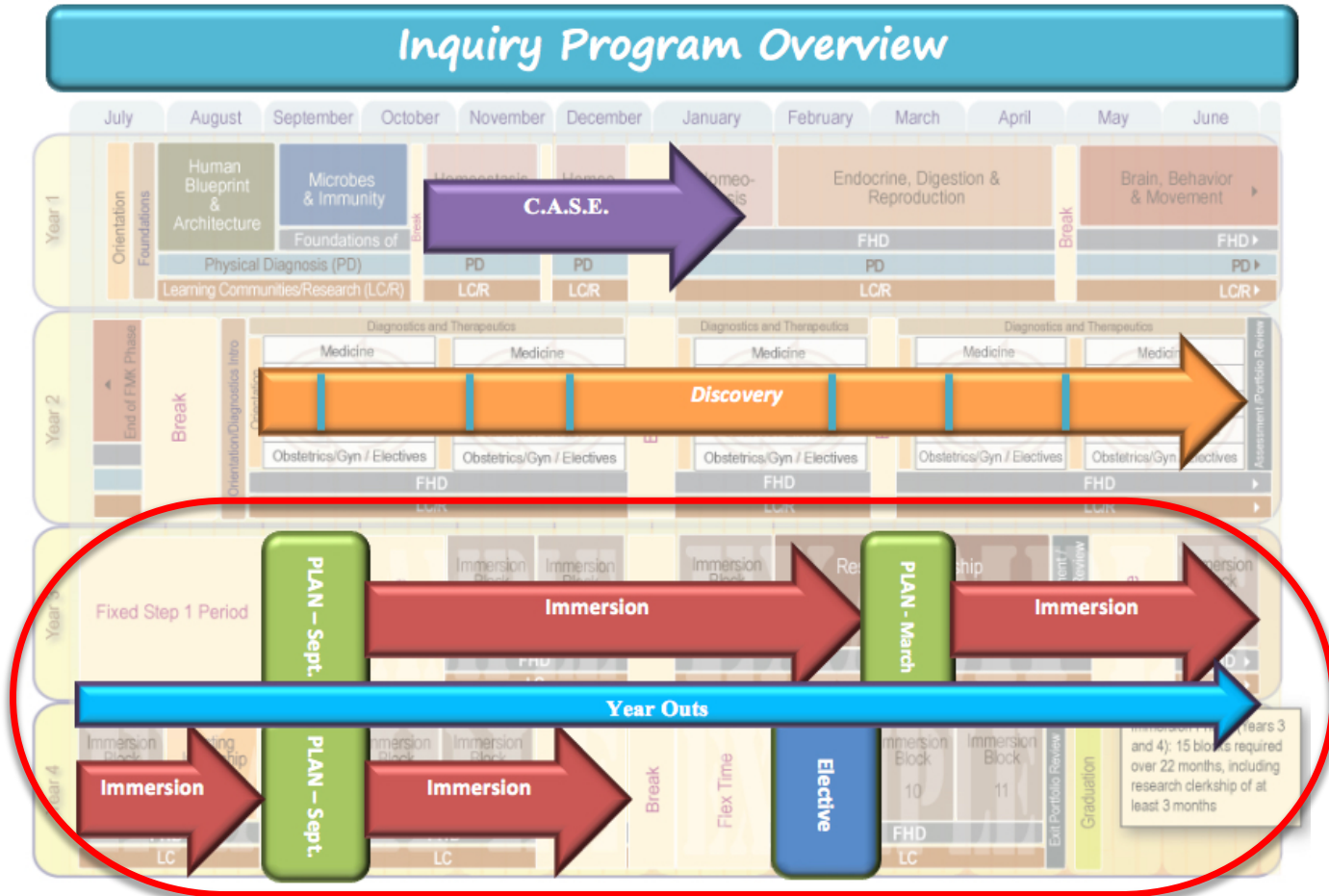
5 months: Additional research month fulfills one competency/interest-driven rotation

6 months: Additional research months fulfill two competency/interest-driven rotations and requires the use of one flex month

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 for STEP 1**
 - **Register for RI months**
- 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

Important Dates:

March 1st – Student/Mentor Reports

May 1st – Mentor Agreements

June 1st – Research Immersion Planning Form

FYI:

The Office will register you in PLAN

You will register for your RI blocks



Inquiry Program:

QUESTIONS?

vms.research@vanderbilt.edu

4th floor EBL





Learning Communities





Learning Communities

- Meets 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: Units 1 & 2	Jan: Units 1&2
Oct: Units 3 & 4	Feb: Units 3&4
Nov: Units 5 & 6	Mar: Units 5&6
Dec: Units 7 & 8	Apr: Units 7&8
- **3rd Monday: face-to-face meeting** (exc Jan)
- Pass/Fail





LC Questions

Please email

elizabeth.a.yakes@vumc.org

and

Pam.Lynn@Vanderbilt.Edu



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



Foundations of Health Care Delivery

VANDERBILT  UNIVERSITY
MEDICAL CENTER

Goals of the Course:

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

safe
timely efficient
patient-centered effective
equitable



Year 1

Getting to Know the Clinic

Patient-Centered Care
Team-Based Care
Medication Safety
Patient Education & Health Coaching Social
Determinants of Health/Advocacy
Community Site Visit

Year 2

Getting to Know the Hospital

Patient Safety
Transitions of Care
High Value Care
Settings of Care
Clinical Informatics/Technology



Year 3

Working & Communicating in Teams

Interprofessional Education and
Team Building
Advanced Communication Skills



Year 4

Improving the Health Care System

Quality Improvement
Patient Safety
Healthcare Policy
Healthcare Economics
Public Health and Prevention



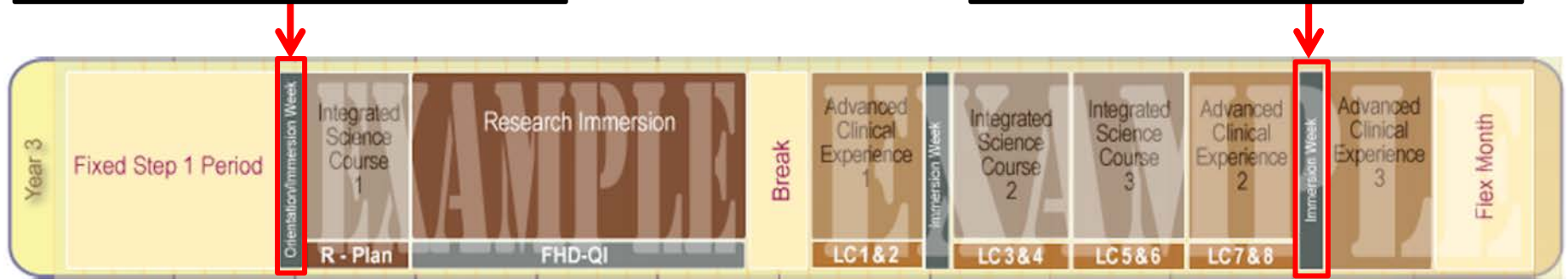
FHD Immersion Courses – 10 units

1. Public Health & Prevention (PHP)
2. Advanced Communication (AC):
 - AC1: Overcoming barriers & personalizing communication
 - AC2: Skills for disclosure & professionalism
3. Interprofessional Education (IPE):
 - IPE1: The professions
 - IPE2: Team-based care
4. Quality Improvement (QI 1-3) OR QI Advanced Track
5. Patient Safety (PS)
6. Health Care Economics & Policy (HCEP)



1

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



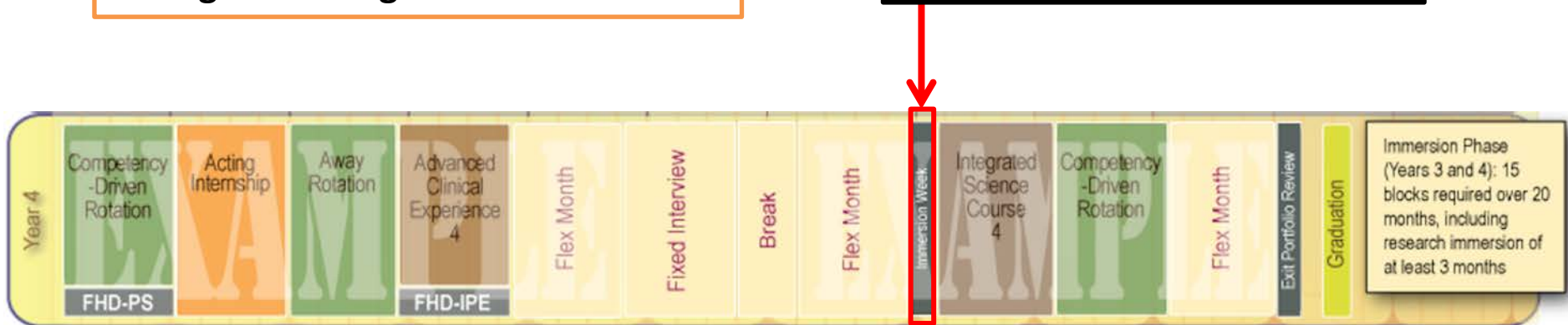
2

Advanced Communications 2 and Interprofessional Education 1 (3rd year spring FHD Immersion)

5 of the FHD units are completed
during week-long FHD Immersions

3

Healthcare Economics and Policy (4th year winter FHD Immersion)



FHD Immersion Course Information

5 units are completed 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)**



1

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

2

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



4

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

3

Healthcare Economics and Policy
(4th year winter FHD Immersion)



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



FHD Block Directors: QI/Patient Safety



**Tamala Bradham, Ph.D., DHA, CPPS,
CPHQ, CCC-A**

Quality and Safety Advisor, Vanderbilt
University Medical Center

FHD Quality Improvement and
Patient Safety Block Director



Brian Bales, MD

Department of Emergency Medicine

FHD Quality Improvement and
Patient Safety Block Director



FHD Block Directors: Interprofessional Education



Anna Burgner, MD, MEHP
Department of Medicine, Division of
Nephrology
FHD Interprofessional Education
Block Director



Anna Richmond, DNP, MSN
Vanderbilt School of Nursing
FHD Interprofessional Education
Block Director



FHD Block Directors: Advanced Communication



Lynn Webb, PhD

Center for Patient and
Professional Advocacy

FHD Advanced
Communication Block
Director



James Pichert, PhD

Center for Patient and
Professional Advocacy

FHD Advanced
Communication Block
Director



Heather Davidson, PhD

Center for Patient and
Professional Advocacy

FHD Advanced
Communication Block
Director



FHD Block Directors: Public Health & Prevention/Health Care Economics & Policy



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and Pediatrics
FHD Public Health and
Prevention (PHP) Block
Director



David Stevenson, PhD
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FHD Health Care Economics
and Policy (HCEP) Block
Director



Sayeh Nikpay, PhD, MPH
Department of Health Policy
FHD Health Care Economics
and Policy (HCEP) Block
Director



FHD Immersion Course Specifics

- Pass/Fail Grading (except QI)
- All FHD Immersion Weeks are MANDATORY attendance.
 - **August 26-30, 2019**
 - **May 4-8, 2020**
 - **February 2021: Dates TBD**
- Can fulfill IPE2 via one month longitudinal OR other approved experience
 - Nicaragua, Shade Tree, VPIL, etc



QI Specific Course Information

- Grading: Honors/Pass/Fail
- Multiple pathways to fulfill QI requirements:
 - **QI 1-3 via three 1-month longitudinal units** – completion deadline for QI3 is **Block 11 (Nov)** prior to graduation.
 - **QI Advanced Track** (self-paced project) – completion deadline is **September 30th** prior to graduation.
- QI Symposium in February 2021 featuring your projects!



FHD Immersion Course Information

<https://medschool.vanderbilt.edu/fhd/foundations-of-health-care-delivery-immersion-phase/curriculum/>

Lots of additional information on our website:

- 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?



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Biomedical Informatics, &
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Departments of Internal
Medicine & Pediatrics



Heather A. Ridinger, M.D.

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4th floor EBL

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C2.0 Longitudinal Requirements Summary

Longitudinal Course Requirements				
Foundations of Health Care Delivery—10 units		Learning Communities— 8 units	Research—3 months	
5 taken longitudinally	5 units completed during week-long FHD Immersions	All taken longitudinally	PLAN Required	3-6 block Research Immersion



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: *

• Request new password

Pathway to Match

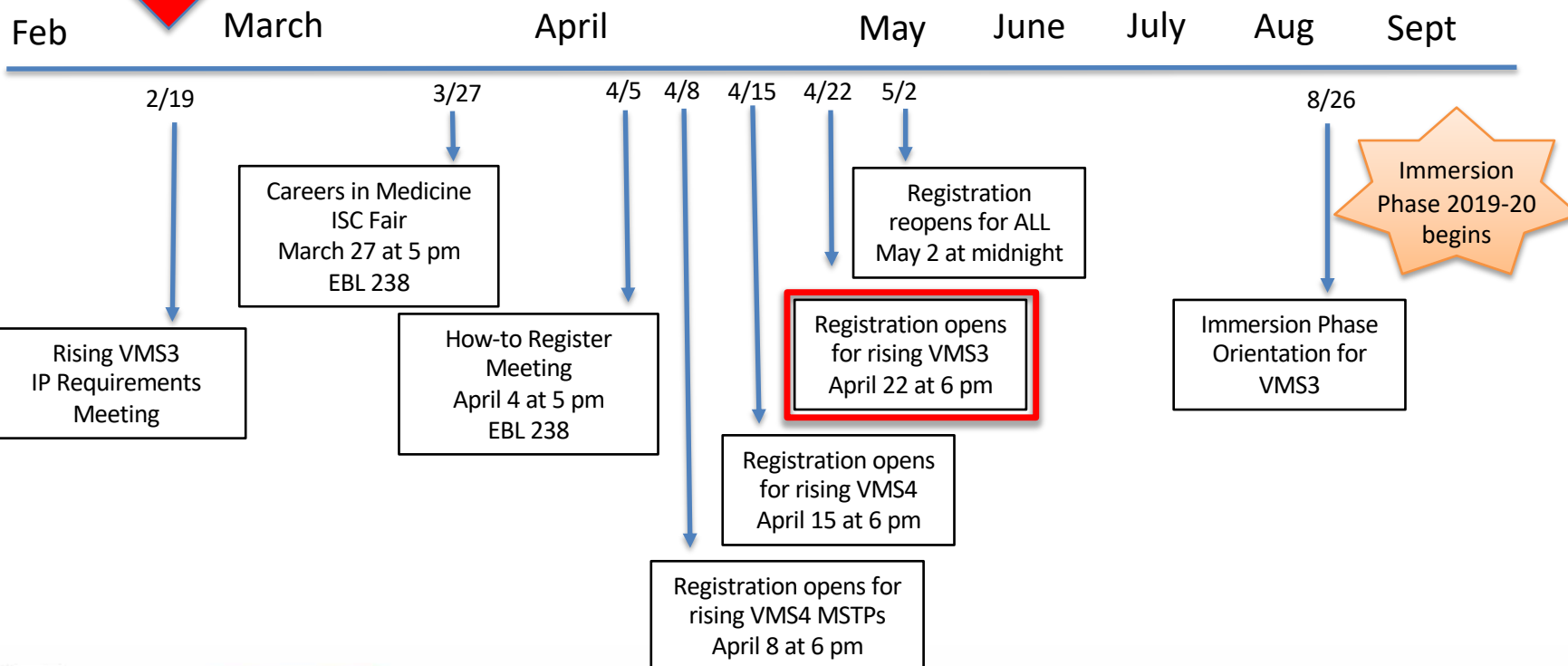
Your guide to succeeding in the residency application process



- 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

You are here



Questions?

Please direct questions related to the overall phase to:

Immersion.Phase@Vanderbilt.Edu

Research: vms.research@vanderbilt.edu

FHD: fhd@vanderbilt.edu

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