Immersion Phase

MSTP Introduction

Phase Directors
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Program Manager
Brenna Hansen

Program Coordinator
LaToya Ford

Program Assistant
Bethanie McCrary

https://medschool.vanderbilt.edu/ume/IP
Email: immersion.phase@vanderbilt.edu
Outline

• Phase Goals and Requirements
• Step 2 Considerations
• ACE Overview
• Entrustable Professional Activities (EPAs)
• Assessment & Grading
• Professionalism
• Logistics
MSTP Registration Timeline

You are here

Feb

2/19

Rising VMS3 IP Requirements Meeting

March

3/27

Careers in Medicine
ISC Fair
March 27 at 5 pm
EBL 238

April

4/5

How-to Register Meeting
April 4 at 5 pm
EBL 238

4/8

Registration opens for rising VMS3
April 22 at 6 pm

4/15

Registration opens for rising VMS4
April 15 at 6 pm

4/22

Registration reopens for ALL
May 2 at midnight

May

June

July

August

September

Immersion Phase 2019-20 begins

8/26

Immersion Phase Orientation for VMS3

Registration opens for rising VMS4 MSTPs
April 8 at 6 pm
Immersion Phase Goals &
Graduation Requirements
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

- Learning Communities
  - Longitudinal development as professionals

- Foundations of Health Care Delivery
  - Longitudinal exploration of systems of care

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
## C 2.0 Immersion Phase: Course Types

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE: Advanced Clinical Experience</td>
<td>Rigorous clinical experience</td>
</tr>
<tr>
<td>AI: Acting Internship</td>
<td>Supervised intern-level responsibilities</td>
</tr>
<tr>
<td>ISC: Integrated Science Course</td>
<td>Didactic and clinical experiences</td>
</tr>
</tbody>
</table>
| AE: Advanced Elective        | • Competency- or interest-driven rotation  
                                • Supervised intern-level responsibilities  
                                • Usually non-clinical setting           |
| Special Studies              | • Competency- or interest-driven rotation  
                                • Tailored course                        |

NOT IN THE CATALOG
What to expect?

SOMETHING FEELS DIFFERENT.
Pre-C2.0 Class

Requirements
# Pre-C2.0 MD-PhD Immersion Phase Requirements

[https://medschool.vanderbilt.edu/ume/md-phd-prec2o](https://medschool.vanderbilt.edu/ume/md-phd-prec2o)

## Minimum Immersion Phase Requirements (in Months)

<table>
<thead>
<tr>
<th>On-Campus</th>
<th>1</th>
<th>Integrated Science Courses (ISCs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1 Acting Internship/certain ACEs*</td>
</tr>
<tr>
<td>On-Campus or Away (away with approval)</td>
<td>2</td>
<td>Advanced Clinical Experience (ACEs)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Competency and Interest-Driven Rotations** (can be ISCs, ACEs, AIs or Electives*)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>two must be clinical rotations</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Any requests for research months (elective) must be approved by Dr. Estrada.</em></td>
</tr>
</tbody>
</table>

8 required months

Must include:

- 1 Primary Care course (either ACE or ISC)
- 1 Acute Care course (EM or ICU-based course)

2 Flex months
ACEs that will meet the Immersion Phase Sub-I Requirement

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>MED 5613</td>
<td>ACE: Critical Care, VU</td>
</tr>
<tr>
<td>MED 5610</td>
<td>ACE: Clin Nephrology</td>
</tr>
<tr>
<td>MED 5780</td>
<td>ACE: Medical Oncology</td>
</tr>
<tr>
<td>MED 5785</td>
<td>ACE: Hematology-Oncology</td>
</tr>
<tr>
<td>NEUR 5620</td>
<td>ACE: Stroke</td>
</tr>
<tr>
<td>OBGN 5635</td>
<td>ACE: Clinical Obstetrics</td>
</tr>
<tr>
<td>OBGN 5655</td>
<td>ACE: Gynecologic Oncology</td>
</tr>
<tr>
<td>OBGN 5660</td>
<td>ACE: Fem Pelv Med and Recon Surg</td>
</tr>
<tr>
<td>PED 5635</td>
<td>ACE: Pediatric Hematology/Oncology</td>
</tr>
<tr>
<td>PED 5830</td>
<td>ACE: Pediatric Emergency Med</td>
</tr>
<tr>
<td>PED 5990</td>
<td>ACE: Pediatric Critical Care</td>
</tr>
<tr>
<td>PSYCH 5620</td>
<td>ACE: Neuropsychiatry</td>
</tr>
<tr>
<td>PSYCH 5625</td>
<td>ACE: Child &amp; Adol. Psy Consult</td>
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<tr>
<td>PSYCH 5641</td>
<td>ACE: Inpatient Treatment of Psychosis</td>
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<tr>
<td>PSYCH 5645</td>
<td>ACE: Adlt Psych Consult-Liaison</td>
</tr>
<tr>
<td>SURG 5613</td>
<td>ACE: Surgery, VAH</td>
</tr>
<tr>
<td>SURG 5614</td>
<td>ACE: Surg Critical Care</td>
</tr>
<tr>
<td>SURG 5615</td>
<td>ACE: Vascular Surgery</td>
</tr>
<tr>
<td>SURG 5617</td>
<td>ACE: Colon and Rectal Surgery</td>
</tr>
<tr>
<td>SURG 5618</td>
<td>ACE: Hepatobiliary</td>
</tr>
<tr>
<td>SURG 5620</td>
<td>ACE: Neurological Surgery</td>
</tr>
<tr>
<td>SURG 5621</td>
<td>ACE: Post-Surgical Critical Care, VAH</td>
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<tr>
<td>SURG 5630</td>
<td>ACE: Cardiac Surgery</td>
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<tr>
<td>SURG 5632</td>
<td>ACE: Thoracic Surgery</td>
</tr>
<tr>
<td>SURG 5660</td>
<td>ACE: Pediatric Surgery</td>
</tr>
<tr>
<td>SURG 5670</td>
<td>ACE: Surgical Oncology and Endocrinology</td>
</tr>
<tr>
<td>SURG 5680</td>
<td>ACE: Plastic Surgery</td>
</tr>
<tr>
<td>UROL 5640</td>
<td>ACE: Urology</td>
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</table>
## Pre-C2.0 MD-PhD Longitudinal Immersion Phase Requirements

<table>
<thead>
<tr>
<th>On Campus</th>
<th>Unit</th>
<th>Mode of Delivery</th>
<th>Mode of Registration</th>
<th>Required Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Learning Communities Unit 1 (LC1)</td>
<td>Sept or Jan of Immersion Phase</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Monday 3rd week (1-3p)</td>
</tr>
<tr>
<td>No</td>
<td>FHD-Advanced Communications 1 (AC1)</td>
<td>VSTAR Learn Course + CELA* (Self-paced)</td>
<td>Coordinated through Dr. Estrada</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>FHD-Advanced Communications 2 (AC2)</td>
<td>VSTAR Learn Course + CELA* (Self-paced)</td>
<td>Coordinated through Dr. Estrada</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>FHD-Interprofessional Education 1 (IPE1)</td>
<td>VSTAR Learn Course (Self-paced)</td>
<td>Coordinated through Dr. Estrada</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>FHD-Interprofessional Education 2 (IPE2)</td>
<td>Pair with ACE in Immersion Phase</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Tuesday 4th Week (1-5p)</td>
</tr>
<tr>
<td>No</td>
<td>FHD-Institute for Healthcare Improvement (IHI) Modules</td>
<td>VSTAR Learn Course (Self-paced)</td>
<td>Coordinated through Dr. Estrada</td>
<td></td>
</tr>
</tbody>
</table>

*CELA events for AC1 & AC2 will be schedule in March for MSTP students.*
Institute of Healthcare Improvement (IHI): Required for GME

- Required IHI courses are
  - QI 101 – 105
  - PS 102, PS 104
    - 7 total courses

- Total time estimated to complete = 9.25 hours

- V*LEARN Course
  - Upload completion certificates
  - Due before graduation (Encouraged to complete as early as possible)
C2.0 Class

Requirements
C2.0 MD-PhD Immersion Phase Requirements

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<td><strong>On-Campus or Away</strong> (away with approval)</td>
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- **8 required months**
  - Must include:
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- **2** Flex months

*two must be clinical rotations

#Any requests for research months (elective) must be approved by Dr. Estrada.
## C2.0 MD-PhD Longitudinal Immersion Phase Requirements

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<tr>
<td>Yes</td>
<td>Learning Communities Unit 1 (LC1)</td>
<td>Sept or Jan of Immersion Phase#</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Monday 3rd week (1-3p)</td>
</tr>
<tr>
<td>Yes</td>
<td>Learning Communities Unit 2 (LC2)</td>
<td>Sept or Jan of Immersion Phase#</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Monday 3rd week (3-5p)</td>
</tr>
<tr>
<td>Yes</td>
<td>Learning Communities Unit 5 (LC5)</td>
<td>Nov or March of Immersion Phase</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Monday 3rd week (1-3p)</td>
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<tr>
<td>Yes</td>
<td>Learning Communities Unit 7 (LC7)</td>
<td>April of Immersion Phase</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Monday 3rd week (1-3p)</td>
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<tr>
<td>No</td>
<td>FHD-RR-Quality Improvement (QI)</td>
<td>VSTAR Learn Course (Self-paced) - Gphase</td>
<td>Coordinated through Dr. Estrada</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>FHD-Interprofessional Education 2 (IPE2)</td>
<td>Pair with ACE in Immersion Phase</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Tuesday 4th Week (1-5p)</td>
</tr>
<tr>
<td>Yes</td>
<td>FHD-Patient Safety (PS)</td>
<td>Pair with Immersion Phase Course</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Tuesday 1st and 4th Week (1-5p)</td>
</tr>
<tr>
<td>Yes</td>
<td>FHD-Health Care Economics (HCE)</td>
<td>VSTAR Learn/In person</td>
<td>Auto-enrolled in YES</td>
<td>February FHD Immersion Week</td>
</tr>
<tr>
<td>Yes</td>
<td>FHD-Health Care Policy (HCP)</td>
<td>VSTAR Learn/In person</td>
<td>Auto-enrolled in YES</td>
<td>February FHD Immersion Week</td>
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• Total time estimated to complete = 9.25 hours

• V*LEARN Course
  • Upload completion certificates
  • Due before graduation (Encouraged to complete as early as possible)
Step 2 Considerations: For All
Recommendations From Dean of Student Affairs specific to MSTP students returning from G-phase to FCC/Immersion 4th year.

• Sooner is better: after FCC phase recommend taking Step 2 CK (July-Sept/Oct).
  • About 1/3 of programs are asking for Step II CK in order to give out interviews.
  • We haven’t seen lack of Step II CK hold back MSTP students from getting their interviews.
  • But, will need it well before rank lists in February. Don’t postpone.

• There are many programs that want Step II CS before they will rank (after interviews)
  • Consider taking it before Nov of Immersion Phase year.
  • Check the USMLE website for guidance on reporting times.
  • Some programs will absolutely not rank students who haven’t passed Step II CS.
  • CS also is harder to schedule and you have to travel to one of five cities, so plan in advance.
  • Information about CS exam is on Vandy CiM workshop site. Dr. Yakes talk is on mediasite and a must see, practice CELA sessions available for CS.

• For more one-on-one advice: contact Dean Fleming and attend the CiM Fair (March 27)

View: Mediasite Link
Download: Dr. Beth Ann Yakes’ Step 2 CS PowerPoint Presentation
ACE Overview
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
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)
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

• Have the conversation with whoever will be your primary clinical preceptor (faculty, fellows, residents)

• Have the conversation early (week 1, day 1) and often

• 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?”

• 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

Morris et al. (2011) J R Soc Med
Practice-Based Learning Exercise: How To

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

**ASK** → **ACQUIRE** → **APPRAISE** → **ADVISE**
STEP 1: ASK 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
  • Patient-Intervention-Comparison-Outcome
STEP 2: ACQUIRE 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: APPRAISE 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 with **indirect supervision 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

Graphics courtesy of our colleagues at OHSU
**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

*graphics courtesy of our colleagues at OHSU*
### 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
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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?
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
Assessment

Immersion Phase Website

https://medschool.vanderbilt.edu/ume/IP
Goals of Immersion Assessments

- 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

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)
<table>
<thead>
<tr>
<th><strong>FOCUS of Assessment</strong></th>
<th><strong>ACEs</strong></th>
<th><strong>ISCs</strong></th>
<th><strong>AIs</strong></th>
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<tbody>
<tr>
<td><strong>Clinical Skills</strong></td>
<td>Medical Knowledge Integration</td>
<td>Ensure Readiness for Internship</td>
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<tr>
<td>Practice-Based Learning</td>
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<table>
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<tr>
<th><strong>Predominant Method of Assessment</strong></th>
<th><strong>ACEs</strong></th>
<th><strong>ISCs</strong></th>
<th><strong>AIs</strong></th>
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<tbody>
<tr>
<td>• Milestones</td>
<td>• Knowledge Assessments</td>
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<td></td>
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<tr>
<td>• EPA 7</td>
<td>• Multiple Choice Exams</td>
<td>• Entrustable Professional Activities (EPA)</td>
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<tr>
<td></td>
<td>• Essay exams</td>
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<td>• Quizzes</td>
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<td></td>
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**ISCs**

<table>
<thead>
<tr>
<th>MEDICAL KNOWLEDGE</th>
<th>MK2a</th>
<th>MK2b</th>
<th>MK7a</th>
<th>MK7b</th>
<th>MK7c</th>
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<tr>
<td>Integration</td>
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<tr>
<td>Depth</td>
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<td>Analysis</td>
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<tr>
<td>Inquiry</td>
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<td>Use of info resources</td>
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**PATIENT CARE**

<table>
<thead>
<tr>
<th>Differential dx</th>
<th>PC2b</th>
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<tbody>
<tr>
<td>Diagnostic workup</td>
<td>PC2c</td>
</tr>
<tr>
<td>Self-knowledge of limits</td>
<td>PC7c</td>
</tr>
<tr>
<td>Assessment and Plan</td>
<td>PC7b</td>
</tr>
</tbody>
</table>

**INTERPERSONAL COMMUNICATION**

<table>
<thead>
<tr>
<th>Rapport with patients and families</th>
<th>IPCS7a.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of presentations to colleagues</td>
<td>IPCS7b.1</td>
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</tbody>
</table>

**PRACTICE-BASED LEARNING & IMPROVEMENT**

| Receptivity to feedback | PBLI3a |

**PROFESSIONALISM**

<table>
<thead>
<tr>
<th>Professional demeanor</th>
<th>PR1a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honesty/trustworthiness</td>
<td>PR5a</td>
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</tbody>
</table>

**SYSTEMS-BASED PRACTICE**

| Initiative and contribution (Conscientiousness) | SBP2a |
| Prioritization | SBP2b |

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

---

**ACEs**

<table>
<thead>
<tr>
<th>MEDICAL KNOWLEDGE</th>
<th>MK2b</th>
</tr>
</thead>
<tbody>
<tr>
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**INTERPERSONAL COMMUNICATION**

| Rapport with patients and families | IPCS7a.1 |

**PRACTICE-BASED LEARNING & IMPROVEMENT**

| Receptivity to feedback | PBLI3a |

**PROFESSIONALISM**

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**SYSTEMS-BASED PRACTICE**

| Initiative and contribution (Conscientiousness) | SBP2a |
| Prioritization | SBP2b |

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

---

**AIs**

<table>
<thead>
<tr>
<th>MEDICAL KNOWLEDGE</th>
<th>MK2b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth</td>
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</table>

**INTERPERSONAL COMMUNICATION**

| Rapport with patients and families | IPCS7a.1 |

**PRACTICE-BASED LEARNING & IMPROVEMENT**

| Receptivity to feedback | PBLI3a |

**PROFESSIONALISM**

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</table>

**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
• **Who reports?** *Anyone that directly observes you!*  
  – Faculty  
  – Residents  
  – Interns  
  – Staff
• **Who solicits? How?**  
  – Course Directors – VSTAR Portfolio  
  – Immersion Phase Coordinator – VSTAR Portfolio  
  – **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)

• 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
Compass: AI Example

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

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?
<table>
<thead>
<tr>
<th>Activity Title</th>
<th>Asessor 1</th>
<th>Completed</th>
<th>pc2b</th>
<th>pc2c</th>
<th>pc7a</th>
<th>pc7b</th>
<th>mk2b</th>
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<th>mk7c</th>
<th>ipcs7a.1</th>
<th>ipcs7b.1</th>
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<th>pr1b</th>
<th>sbp2b</th>
<th>Comments</th>
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<tbody>
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<td>Assessor 1</td>
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<td>10/1/16</td>
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<td>Imm 2016-17 Sec 2 ACE: Course</td>
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<td>9/27/16</td>
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<td>Imm 2016-17 Sec 2 ACE: Course</td>
<td>Assessor 5</td>
<td>9/26/16</td>
<td>4</td>
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<td>3.5</td>
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<tr>
<td>Imm 2016-17 Sec 2 ACE: Course</td>
<td>Assessor 6</td>
<td>9/23/16</td>
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<tr>
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<tr>
<td>Imm 2016-17 Sec 2 ACE: Course</td>
<td>Assessor 8</td>
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<td>4</td>
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</tr>
</tbody>
</table>

**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.

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.

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.

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.

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.

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.

Course Director determines level of performance for each Competency Domain

REACH

TARGET

REACH
Course Director determines level of performance for each Competency Domain and the Final Grade.
Professionalism
Email Etiquette
Step 2 CK and CS
Making Choices
Portfolio Cycles

- Fall 2019 (qualitative review)
- Spring 2020 (full cycle)
Logistics
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](https://medschool.vanderbilt.edu/ume/va-rotations)
## Academic Calendar 19-20

[https://medschool.vanderbilt.edu/enrollment/academic-calendars/](https://medschool.vanderbilt.edu/enrollment/academic-calendars/)

<table>
<thead>
<tr>
<th>Section</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 7 (AY 19-20)</td>
<td>July 8– Aug 2</td>
</tr>
<tr>
<td>Section 8</td>
<td>Aug 5 - 30</td>
</tr>
<tr>
<td><strong>Immersion Orientation and Intersession 3rd yrs only</strong></td>
<td>Aug 26 - 30</td>
</tr>
<tr>
<td>Section 9</td>
<td>Sept 3 - 27</td>
</tr>
<tr>
<td><strong>NO CLASS: Labor Day, Sept 2</strong></td>
<td></td>
</tr>
<tr>
<td>Section 10</td>
<td>Sept 30 – Oct 25</td>
</tr>
<tr>
<td>Section 11</td>
<td>Oct 28 – Nov 22</td>
</tr>
<tr>
<td>Section 12</td>
<td>Nov 25 – Dec 20</td>
</tr>
<tr>
<td><strong>NO CLASS: Thanksgiving break, Nov 28-29</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter Break</strong></td>
<td>Dec 23 – Jan 3</td>
</tr>
<tr>
<td>Section 1</td>
<td>Jan 6 – 31</td>
</tr>
<tr>
<td><strong>NO CLASS: MLK, Jr. holiday, Jan 20</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Intersession 3rd and 4th yrs</strong></td>
<td>Feb 3 – 7</td>
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<tr>
<td>Section 2</td>
<td>Feb 10 – Mar 6</td>
</tr>
<tr>
<td>Section 3</td>
<td>Mar 9 – Apr 3</td>
</tr>
<tr>
<td><strong>NO CLASS for VMS4: Match Day, March 20</strong></td>
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<tr>
<td>Section 4</td>
<td>Apr 6 – May 1</td>
</tr>
<tr>
<td><strong>Intersession 3rd yrs only</strong></td>
<td>May 4 – 8</td>
</tr>
<tr>
<td>Graduation Day for EC 2016</td>
<td>May 8</td>
</tr>
<tr>
<td>Section 5</td>
<td></td>
</tr>
<tr>
<td><strong>NO CLASS: Memorial Day, May 25</strong></td>
<td>May 11 – June 5</td>
</tr>
<tr>
<td>Section 6 (END AY 19-20)</td>
<td></td>
</tr>
<tr>
<td><strong>NO CLASS: Independence Day, July 3</strong></td>
<td>Jun 8 – Jul 2</td>
</tr>
</tbody>
</table>
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)
  - **FHD Immersion** - FHD Team (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
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

1. Application to AWAY institution (usually via VSLO)
2. VUMC departmental approval (email)
3. 7100 Form to Office of Enrollment Services (on website)
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 2018 we will conduct extensive in-person overview of the process.

Contact: Melissa N Carro
melissa.carro@vanderbilt.edu
Immersion Phase 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
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
Audit Tool

On-Campus ACEs

Description: Select three ACE rotations which must be taken at Vanderbilt. (See https://medschool.vanderbilt.edu/ume/class2016)

Satisfying Courses

Courses used to satisfy this requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units Earned</th>
<th>Term</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM 5950</td>
<td>ACE: Emergency Medicine</td>
<td>0</td>
<td>2015 Year</td>
<td></td>
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</tr>
<tr>
<td>PED 5612</td>
<td>ACE: Adolescent Medicine</td>
<td>0</td>
<td>2015 Year</td>
<td></td>
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</tr>
<tr>
<td>PED 5730</td>
<td>ACE: Child Abuse Pediatric Med</td>
<td>0</td>
<td>2015 Year</td>
<td></td>
<td></td>
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</tbody>
</table>
Useful Links/Contacts

• Immersion Phase Requirements
  • https://medschool.vanderbilt.edu/ume/md-phd-requirements-pre-c-2-0/
  • https://medschool.vanderbilt.edu/ume/md-phd-requirements-c2-0/
  • Immersion.phase@vanderbilt.edu

• Careers in Medicine
  • https://medschool.vanderbilt.edu/cim/

• Enrollment
  • https://medschool.vanderbilt.edu/enrollment/

• FHD
  • https://medschool.vanderbilt.edu/fhd/
  • FHD@vanderbilt.edu

• Learning Communities
  • pam.lynn@Vanderbilt.Edu