**Advanced Clinical Experience (ACE)**

**Course Name, Number**

**1. Course Administration**

Course Directors:

XX (Name

Email)

Administrative support:

if available

**2. Schedule**

Required, which will be posted in V\*Learn and in the online course catalog: Where should the student report to on the first Monday of the course? And/or whom should the student contact if there is no set meeting place on the first Monday, or if the student has questions about reporting for class?

Also add information here regarding when students are expected, generally, to be in your course. Note that students may be there on Mon and Tue afternoons (1 – 5 pm) but no mandatory course activities should be scheduled since some students may also be enrolled in longitudinal courses that meet during these times.

Actual syllabus text will state:

Please refer to the online [Course Catalog](https://docs.google.com/spreadsheets/d/15edCWy5ZS_6QRFeV4_p5njL_tziWBaPbkhqN5ewnUuI/edit#gid=0) (Google document version) for information on where to go on day 1 of the course.

**3. Course Overview**

**Course Description/Mission Statement**

Add here

**Course-Specific Learning Objectives**

By the conclusion of this course, students should be able to:

1. Add here

**Common ACE Learning Objectives**

By the conclusion of this course, students should be able to:

1. Perform situation-appropriate (problem-focused or complete) history and physical examinations, and interpret clinical information to formulate a prioritized differential diagnosis that guides the creation of a patient-specific management plan (PC2b, PC2c, PC7a, PC7b, MK2b)
2. Demonstrate knowledge and understanding of the science for the ACE course specialty (MK2b)
3. Exhibit clinical judgment that is safe and commensurate for the level of training (PC7a)
4. Model a commitment to continuous self-regulated learning as evidenced by the collection, analysis, interpretation, and implementation of newly acquired information (PBLI3a, IPCS7b.1)
5. Display professional demeanor and duty while demonstrating compassion and respect for all persons, utilizing effective communication strategies (honesty and transparency) with patients, families, and healthcare colleagues, regardless of their cultural background (PR1a, PR5a, IPCS7a.1)
6. Function as an effective member of the patient care team (SBP2a, SBP2b)

**4. Educational Activities**

**Course-Specific ACE Activities**

Please add a description of the educational strategies that will be used to facilitate student achievement of the learning objectives (both common and course-specific objectives).

Please specify which activities are mandatory, as requested in the attendance policy.

This is also the place to add assignments/quizzes/activities/projects

**Common ACE Activities**

1. Create and discuss a **student learning plan** with your clinical team. Utilize the form in VSTAR Portfolio. You will be asked to generate 2-5 learning goals for the course, save and print the form, and take it with you to your clinical rotation. Use the form to facilitate a conversation with the frontline clinical faculty who will provide you with learning experiences and potentially assess your progress.
2. **Practice-Based Learning Exercise: EPA 7**. Students are expected to form clinical questions and retrieve evidence to advance patient care. Being able to ask and answer questions that come up in the routine daily care of patients is an essential skill for students to learn.
	1. Step 1: Ask at clinical question. As you proceed in your ACE, identify knowledge gaps when caring for patients, and form questions to address that gap.
	2. Step 2: Acquire evidence. Find the answer to your questions(s), utilizing appropriate resources.
	3. Step 3: Appraise the evidence. Identify strengths and weaknesses of the studies you found, and cite evidence applicable to the patient.
	4. Step 4: Advise the attending, resident, team with clear recommendations based on study findings.
	5. Step 5: Request assessment feedback via Compass.

**5. Assessments, Expectations, and Policies:**

**Student Assessment**

All students should receive formal mid-course feedback from the course director.

The final grade will be assigned on an honors/high pass/pass/fail basis. The grade will be comprised of performance in six separate but equally important competency domains: Medical Knowledge, Patient Care, Interpersonal and Communication Skills, Practice-Based Learning and Improvement, Systems-Based Practice, and Professionalism.

To obtain honors, a student should demonstrate excellent performance in *all* aspects of the course.

**Competency-based Assessment (Milestones)**

* Competency milestone data about each student will be collected from multiple evaluators (attendings, residents, others) who are able to assess student performance in key competencies during the activities of the course.
* Students should request at least two assessments from different clinicians each week. By the end of the course, students should have at least two assessments of each the 12 milestones, filled out by at least 2 unique supervising clinicians; at least one of the assessors must be a faculty member.
* Course directors will synthesize input from others and make one final assessment for each competency.

**Milestones**

|  |  |
| --- | --- |
| 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 |

**Clinical Reasoning Assessment**

**Add Here**

What are the different ways in which you assess clinical reasoning to meet the objectives of this course? Students should be assessed using more than one modality, meaning that they should be assessed in some other way other in addition to milestones.

**EPAs**

Students are assessed on *EPA 7:* *Form clinical questions and retrieve evidence to advance patient care*, in each ACE. All assessors are able to provide feedback on the student’s ability perform EPA 7.

Students will be directly observed while performing at least one additional Entrustable Professional Activity (EPA). The EPA(s) below will be assessed at least once during the ACE rotation using the levels of supervision scale. This data is critical to helping both the medical school leadership and the students understand their progress towards readiness for internship. *EPA assessment will not feed directly into the student grade,* but can be used at the course director’s discretion to modify the summative competency domain ratings.

EPAs you will be assessing

For more information on the EPAs, please visit <https://medschool.vanderbilt.edu/ume/core-entrustable-professional-activities>.

**Assigning a final grade**

Students’ final grades are determined in light of performance on competency domains. The final grade designation is at the discretion of the course director based on the accumulated milestone data and their professional expert judgement.

|  |  |
| --- | --- |
|  | ***Summative Competency Ratings*** *(6 domains assessed)* |
| *Risk of Fail**(course director discretion)* | Any Sub-ThresholdOR >2 Thresholds |
| *Pass* | No more than 2 ThresholdsAll others at Target or above |
| *High Pass* | At least 3 Reaches All others at Target |
| *Honors* | Nothing below Target5 Reaches |