**Acting Internship (AI)**

**Course Name, Number**

**1. Course Administration**

Course Directors: XX

Administrative support: if available

**2. Schedule**

Required: 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 overnight calls can be part of the course.

**3. Course Objectives**

**Course Description/Mission Statement:**

Add here

**Common AI 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 (PC7a, MK2b)
2. Demonstrate knowledge and understanding of the science for the AI specialty (MK2b) and exhibit clinical judgment that is safe and commensurate with an intern level of training (PC7a)
3. Provide patient care in setting more consistent with intern-level responsibility, specifically including (PC7a, SBP2a, SBP2b):
   1. Managing a larger patient care census more consistent with an intern-level group of patients including patient documentation
   2. Under appropriate supervision, demonstrating safe and effective cross-cover of patients not routinely cared for by the student
   3. Practicing evidence-based patient management that reflects individual patient, medical center, and overall health care system cost considerations
4. Communicate effectively with the health-care team, both verbally and in written form using efficient, safety-oriented practices during (IPCS7a.1):
   1. Care of the student’s primary patients
   2. Cross-cover patients
   3. Handovers of care
   4. Discussing and entering patient orders
5. Model a commitment to continuous self-regulated learning as evidenced by the collection, analysis, interpretation, and implementation of newly acquired information (PBLI3a)
6. 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)
7. Function as an effective member of the patient care team (SBP2a, SPB2b)

**Course-Specific Learning Objectives**

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

1. Add here

**4. Educational Activities**

1. Students will write daily notes, perform H&Ps, discharge summaries where appropriate. (EPA 5)
2. Students will discuss and enter patient orders, under the oversight of residents where appropriate. (EPA 4)
3. Students will learn how to triage cross-cover concerns where appropriate.
4. Students will perform handovers under the supervision of a resident where appropriate. (EPA 8)
5. Students will assume ownership of a level of patient census closer to that of an intern. We recommend the student start the 4-week rotation with approx. 2-3 patients and end the rotation with approx. 6-8. The AI should perform an independent assessment and formulate a workup and treatment plan for each patient.
6. Students will respond to calls (such as through paging) for patient care needs under the supervision of a physician. (EPA 10)

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

The intent of the AI course is to allow the student to take responsibility for patient care “like an intern,” which includes daily activities that would be required for the intern. Therefore, all course activities will be mandatory for this rotation. In addition, to be fully immersed into the team schedule, solitary holidays as designated by the School of Medicine such as Labor Day, MLK Jr Day, Memorial Day will not be considered excused from your clinical duties. Students are expected to take call (weekends, holidays, and nights) as part of the team schedule for an intern.

Please specify any other activities are mandatory as requested in the attendance policy

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

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, as well as through Entrustable Professional Activities (EPAs).

To obtain honors, a student should demonstrate excellent performance in *all* aspects of the course. Differentiation of Honors/High Pass/Pass will consider milestone-base assessment, clinical observations and any quantitative assessments.

**Competency-based Assessment (Milestones)**

* 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.

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| --- | --- |
| 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 |

**EPAs**

Entrustable Professional Activities (EPAs) will be directly observed in the clinical environment. The EPAs should be assessed at least once during the AI 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 feed into the student grade.

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

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