

Immersion Phase

Class of 2024

Phase Directors

Lourdes Estrada, Ph.D.

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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 and provide counseling on your course choices/electives



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

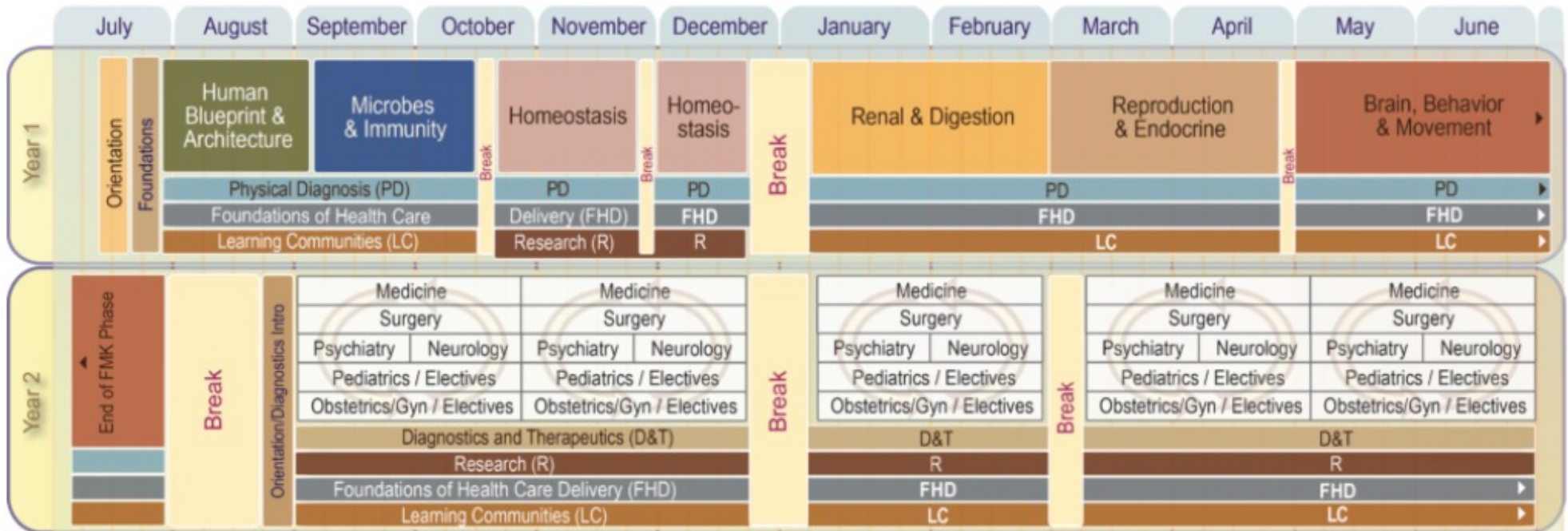
Research
mentored research project



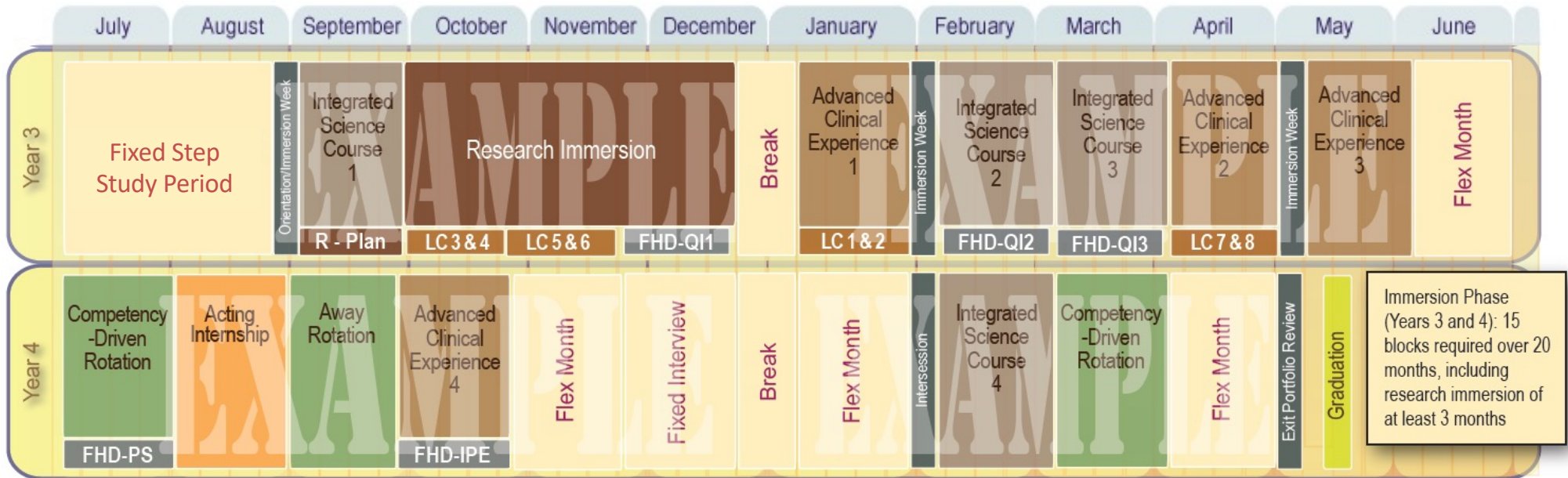
IMMERSION PHASE GOALS

- 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:

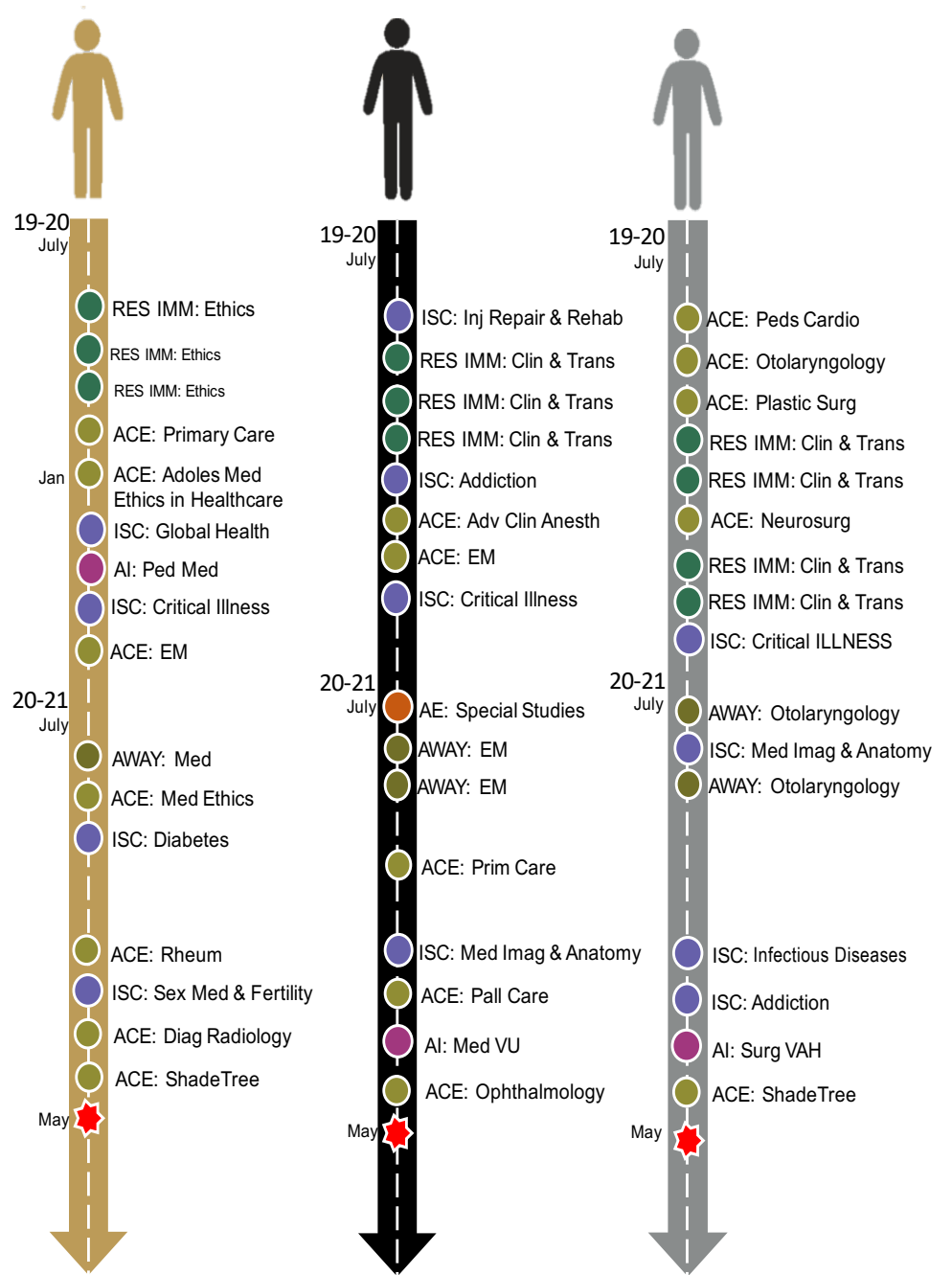
Aug. 22-26, 2022 — Immersion Orientation (Monday), FHD (Tue-Fri)

Feb. 27-March 3, 2023 — EPA Week

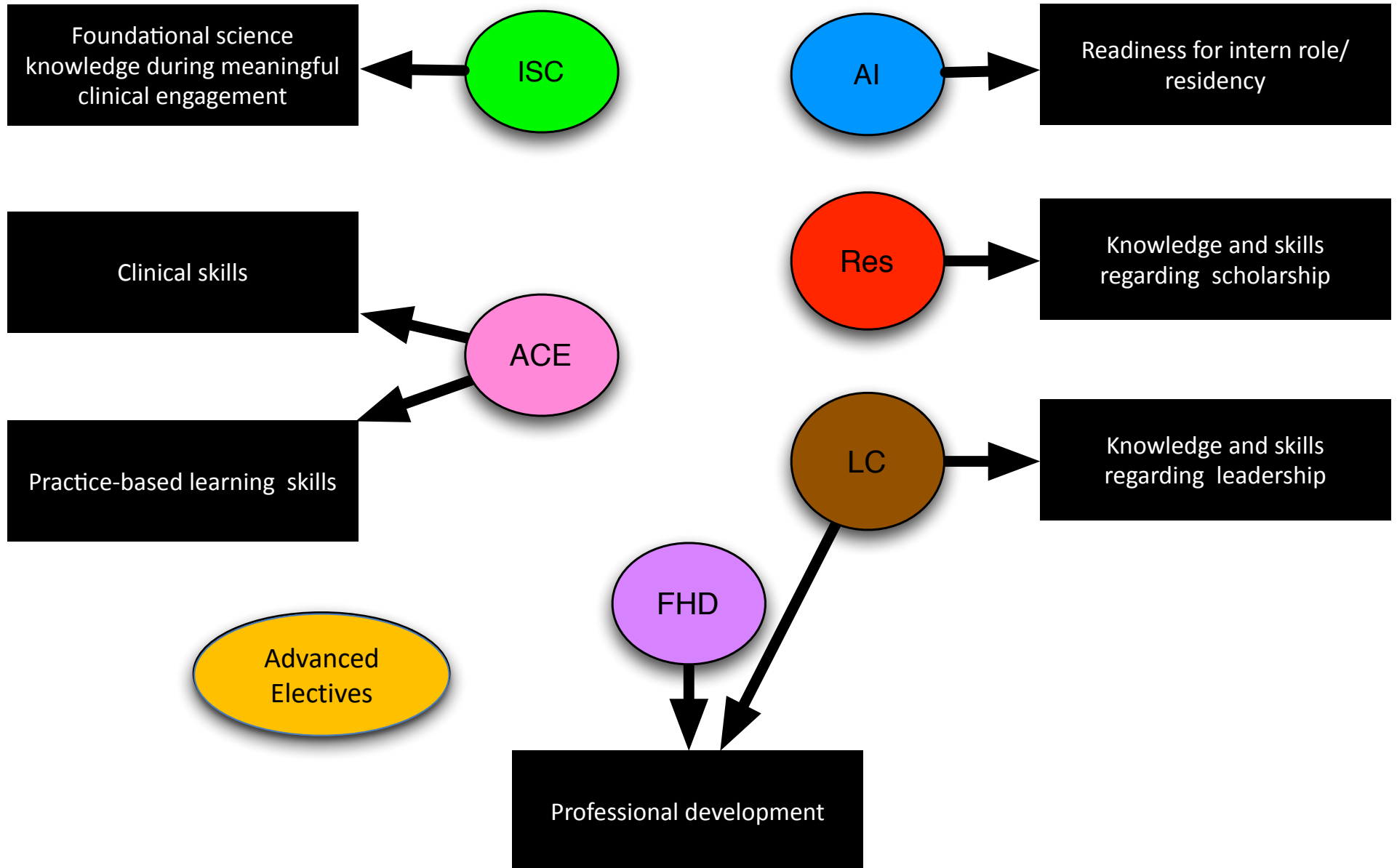
May 1-5, 2023 — FHD: AC2 and IPE1

Do not submit abstracts to meetings that occur during mandatory Immersion Weeks

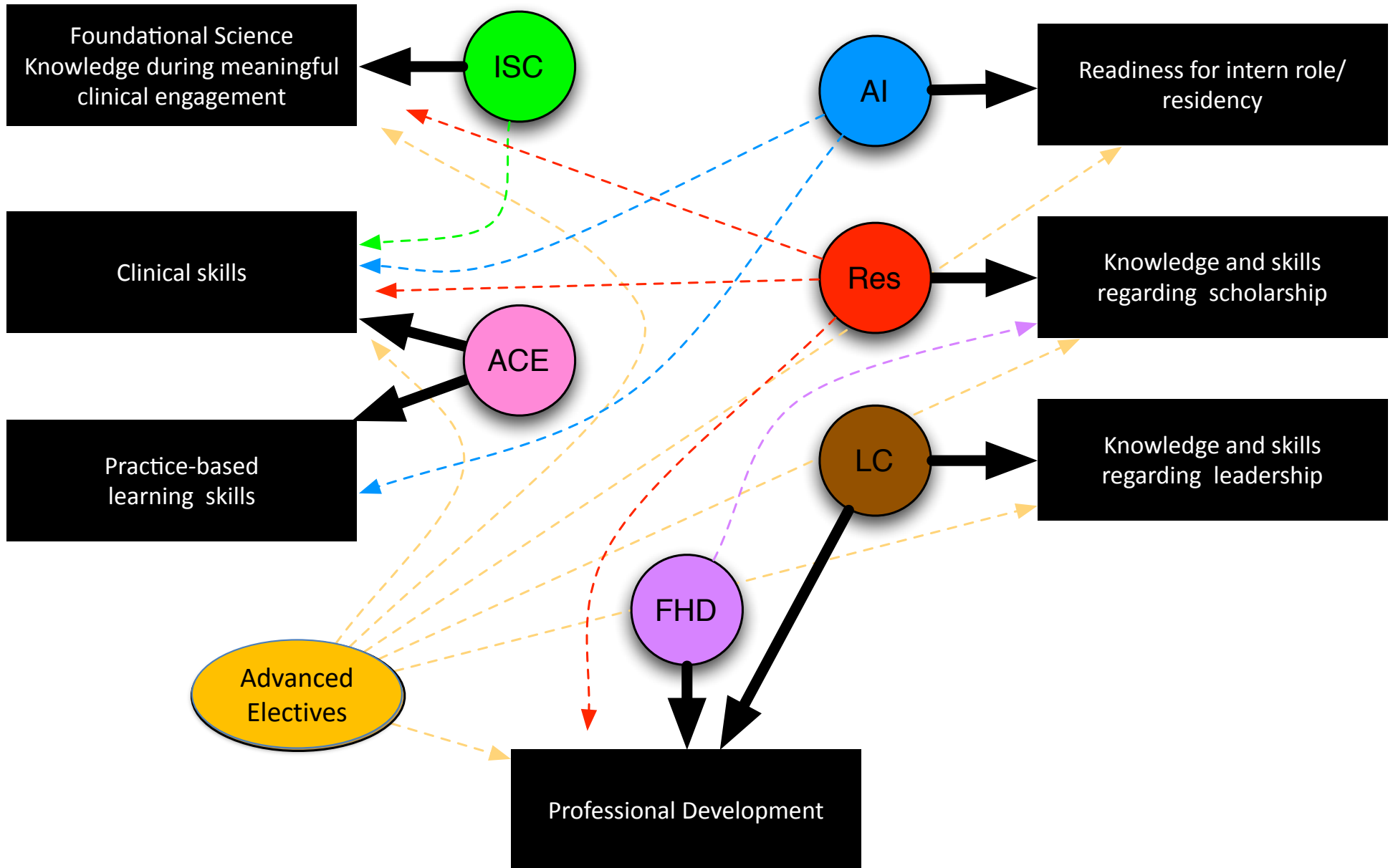
Individualization



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 comments



Integrative Science Courses (ISC)



- 4-week rotation designed to reinforce and advance the foundational sciences* underlying clinical medicine
- Innovative mixed didactic/clinical 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, milestones, and comments.

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



Integrated Science Courses

- 1) Clinical Cancer Medicine
- 2) Cardiovascular Diseases
- 3) Clinical Informatics
- 4) Critical Illness
- 5) Community Health
- 6) Diabetes Mellitus
- 7) Emergency Care
- 8) Global Health*
- 9) Healthy Aging and Quality Dying
- 10) High-Value Care
- 11) How Doctors Think
- 12) Infectious Diseases
- 13) Injury, Repair, and Rehabilitation
- 14) Medical Imaging and Anatomy
- 15) A National Crisis: Opioids, Pain, Addiction and Policy
- 16) The Skinny on Obesity
- 17) Sexual Medicine and Reproduction

~50% of total spots held for your cohort

Plan to register for at least 2 and no more than 3 during initial registration

**Global Health will continue as long as international travel is allowed*



Acting Internships (AI)

- A 4-week intensive, inpatient experience designed to provide supervised intern-level responsibilities.
- All time devoted to this rotation; no longitudinal units (PLAN, FHD, or LC) can be paired with an AI.
- **Final grade will be assigned as H/HP/P/F** based on milestones, Entrustable Professional Activities (EPAs), and comments.



Acting Internships (AI)

- If you need to complete an AI before residency applications: AIs offered March to September
- If you DO NOT need to complete an AI before residency applications: AIs February and March of Y4
- **Initial AI enrollment is NOT through YES.**
 - In November/December, we will have an AI Counseling Session to learn about the options and the process for enrollment.



Advanced Electives (AE)

- 4-week courses that are typically “classroom”-based (most do not count for clinical credit)
- These courses meet the competency- and interest-driven requirement
- Final grade will be assigned as P/F

AE: Career Exploration
AE: Contagion of Distress
AE: Ecology and Health
AE: Ethics in Health Care
AE: Global Health
AE: Leadership in Medicine
AE: Med School 101
AE: Preparation for Surgical Internship
AE: Students as Teachers (<i>registration is off-cycle and will occur in winter of 2024</i>)
AE: Transition to Residency and Internship
AE: WikiMed



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)
7 Flex months		2 months for Step 1 + 1 month for interviews + 4 flex months

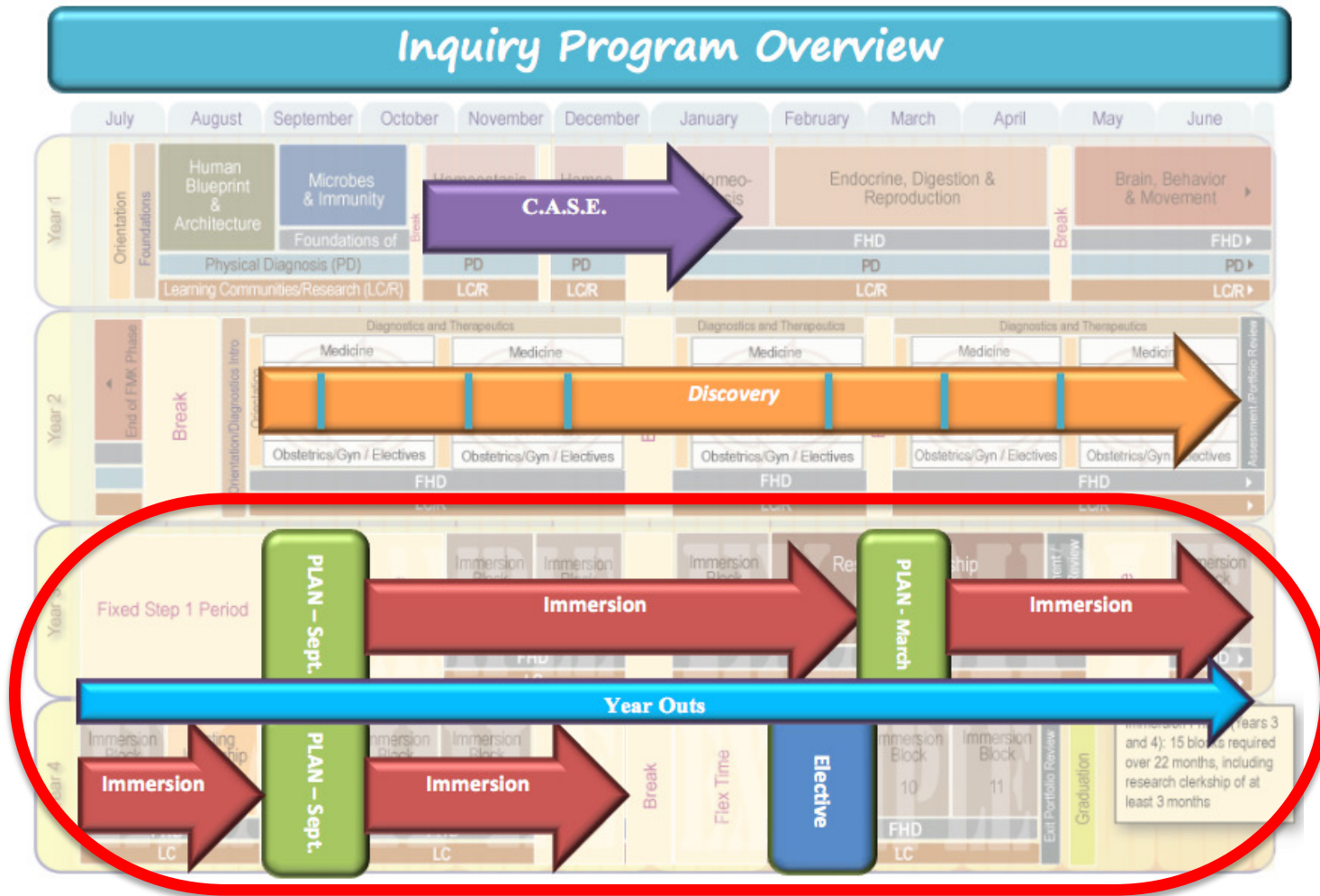
ISC, ACE and AI grading = H/HP/P/F

Students can register for up to 19 months

[#]At least one must be clinical rotation.

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**
 - **WE register you for PLAN**
 - **YOU Register for RI months**

Inquiry Program: Research Immersion

- Implement a Mentored Research Project
- Full time, immersive experience
- 3 – 6 blocks
- 3 OMSR meetings per block
- 1(+) Area meeting per block
- 1 RD 1-1 meeting per block

Inquiry Program:

Important Dates:

P2P 3: February 7th – Mentor Search Form

P2P 4: March 7th – Mentor Meeting Report & Mentor Agreement

P2P 5: May 9th – Research Immersion Planning Form

P2P 6: June 1st – IRB/IACUC approval finalized

FYI:

The Office will register you in **PLAN**

You will register for your **RI** blocks*



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:

QUESTIONS?

vms.research@vanderbilt.edu

4th floor EBL



Learning Communities



Learning Communities

- Meets throughout the Immersion Phase
- 8 LC units over 22-month phase
- Pre-session readings/activities followed by in-person context speaker and college-based discussion groups
- Continued focus on
 - Learning from and with your peers
 - Building community
 - Professional Identity Formation



Learning Communities

- 1) Facing Medical Error
- 2) Lifelong Learning
- 3) Situational Leadership & Followership
- 4) Change Management
- 5) Priority Setting
- 6) Sustaining Well-being in Medicine
- 7) Dealing with Ambiguity
- 8) Advocacy and Social Mission in Medicine



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
- **Face-to-face** meeting: usually the **3rd Monday**
- Pass/Fail based on preparation/participation



LC Questions

Please email

elizabeth.a.yakes@Vanderbilt.edu

and

LC@Vanderbilt.edu

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

FHD Course Goals

FHD is a longitudinal course that aims to prepare health care professionals to:

- Understand and apply **health systems science** to patient care.
- Develop skills needed to provide care that is **safe, timely, effective, efficient, equitable and patient-centered**.
- Maintain cultural humility while promoting **diversity, patient autonomy, and healthcare equity**.
- Contribute to patient care and **quality improvement** efforts as members of **interprofessional care teams** within the health care delivery system.



Year 1

Getting to Know the Clinic

Health Systems Science
Patient-Centered & Team-Based Care
Medication Safety
Health Equity
Insurance, Medicare, Medicaid
Patient Education & Health Coaching
Social Determinants of Health



Year 2

Getting to Know the Hospital

Patient Safety
Literacy, Numeracy, Medical Translation
Transitions of Care
High Value Care
Settings of Care
Health Equity II
Healthcare Financing
Measuring Health System Performance



Years
3/4

Working & Communicating in Teams

Interprofessional Education and
Team Building
Advanced Communication Skills
Quality Improvement
Public Health and Prevention



Years
3/4

Improving the Health Care System

Patient Safety
Healthcare Policy
Healthcare Economics



FHD Immersion Courses - 10 units

1. *Public Health & Prevention (PHP)
2. *Advanced Communication (AC) 1:
3. *Advanced Communication (AC) 2
4. *Interprofessional Education (IPE) 1: The professions
5. Interprofessional Education (IPE) 2: Team-based care
6. Quality Improvement (QI) 1
7. Quality Improvement (QI) 2
8. Quality Improvement (QI) 3
9. Patient Safety (PS)
10. *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 – you will be auto-registered

3

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



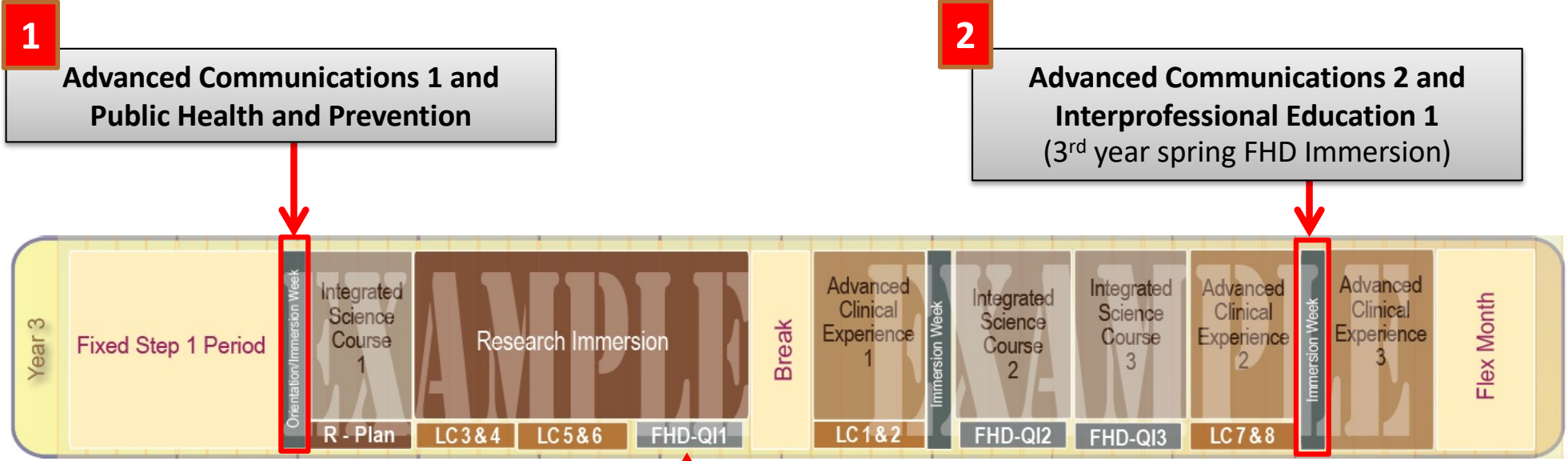
Immersion Phase (Years 3 and 4): 15 blocks required over 20 months, including research immersion of at least 3 months



FHD Immersion Course Information

5 units are completed longitudinally, mostly during 3rd year:

- Paired with a primary rotation (not during AI)
- **Meet Tuesdays from 1-5 pm; Require one or two face-to-face meetings (varies by course)**
- Equivalent to 20 hours effort per unit
- Primarily self-directed, asynchronous learning
 - Patient Safety and IPE have CELA requirements
 - QI courses – all meetings are virtual
- You are responsible for self-registering:
 - Order of courses does not matter EXCEPT in QI
 - Can only take ONE FHD unit each block

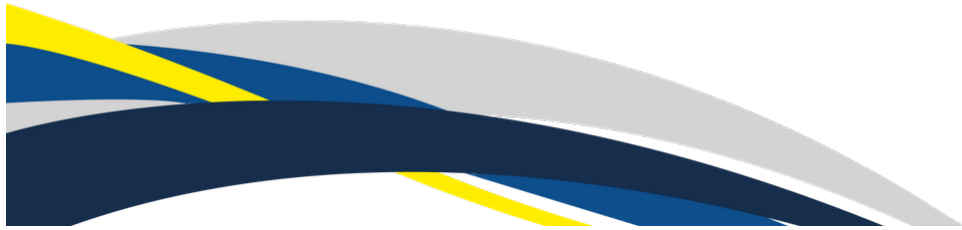


4 QI 1-3 & PS longitudinally during phase IPE2 fulfilled either via one month longitudinal or other approved experience*

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



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



FHD Immersion Course Offerings

FHD: AY 21-22 Immersion Phase

Time reserved for FHD: Immersion Phase is Tuesday afternoons, 1-5p

Course	IDIS	Section 7	Section 8	Section 9	Section 10	Section 11	Section 12	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6
Immersion Weeks	5741(I) 5743(II) 5744(III)		VMS3: 5741* (6/28,6/29;8/30) AC1/PHP						VMS4: 5744 (1/31-2/4) HCPE			VMS3: 5743 (5/2-5/6) AC2/IPE1	
Course	IDIS	Tuesday Face-to-Face Sessions											
IPE2**	5722	4th Tuesday 1-5p		X				X	X				X
Q1	5716 (Longitudinal Course)												
Q11	5751	1st Tuesday 1-2p	X										
Q12	5752	1st Tuesday 2-3p	X										
Q13***	5753	4th Tuesday from 1-3p	X										
PS	5714	1st & 4th Tuesdays 3-4p	X					X					

Course Offered
Course Not Offered

Note: Dates are from Academic year 2021-2022 but months offered will remain unchanged

FHD Immersion Course Specifics

- Pass/Fail Grading (except QI)
- All **FHD Immersion Weeks** are MANDATORY IN-PERSON attendance.
 - **PHP/AC1: AUGUST 22-26, 2022**
 - **IPE1/AC2: MAY 1-5, 2023**
 - **February 2024: Dates TBD**
- IPE2 is waived for students completing equivalent experience: Nicaragua, Shade Tree, VPIL

** IPE and Patient Safety content covered on Step 2 exam **

QI Courses

- **Grading:** Honors/High Pass/Pass/Fail
- **QI 1-3 via three 1-month longitudinal units**
 - Must be taken in order, but ok to space them out
 - Courses walk you through the QI process
 - Projects are done individually or as a pair
 - QI Sponsors are faculty specific to the clinical site
 - Block directors provide QI expertise and course assistance
- **QI 1-3 must be completed by Block 11 (November) prior to graduation**
 - Ideally finish QI by the end of 3rd year
 - latest start date Block 9/September 2023
- **QI Symposium** in February 2024 featuring your projects!

FHD Immersion Course Information

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

Additional information on our website:

- Dual degree equivalencies for MBA/MPH students
- Links to all syllabi
- List of previous QI projects
- Course policy details (add/drop, group work, etc.)

FHD Immersion Website – MD Gateway

Foundations of Health Care Delivery (FHD)

FHD 1 & 2

- ◉ [FHD1 Course Syllabus](#)
- ◉ [FHD1 Calendar](#)
- ◉ [FHD2: Course Syllabus](#)
- ◉ [FHD2: Calendar](#)

FHD Immersion

- ◉ [Calendar Overview AY21-22](#)
- ◉ [Longitudinal Course Offerings AY21-22](#)
- ◉ Syllabi
 - ◉ [IPE2](#)
 - ◉ [Patient Safety](#)
- ◉ [Dual Degree Equivalencies for MBA and MPH \(updated 6/18/20\)](#)

**If previous syllabi/calendars are needed, email fhd@vanderbilt.edu.*

FHD Quality Improvement (QI)

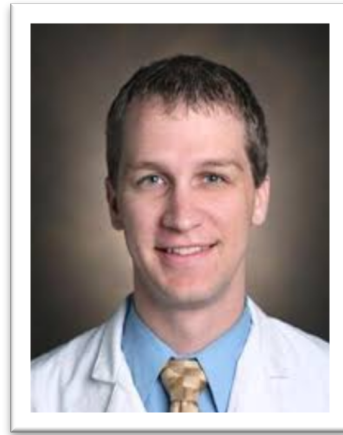
- ◉ [Welcome to Quality Improvement](#)
- ◉ [QI Master Syllabus](#)
- ◉ [QI Medical Student Survival Guide](#)
- ◉ [QI Final Student Projects \(updated 7/2/21\)](#)



Course Directors



Heather Ridinger, M.D., M.H.P.E
Assistant Professor of
Internal Medicine



Kurt Smith, M.D.
Associate Professor of
Emergency Medicine



David Stevenson, PhD
Professor, Health Policy



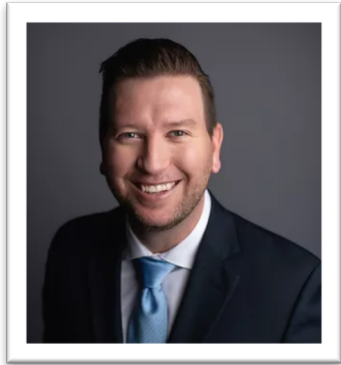
Ryan Buckley, M.D.
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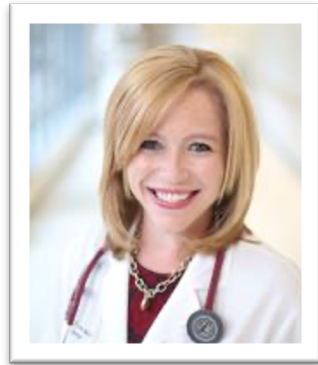


Block Directors

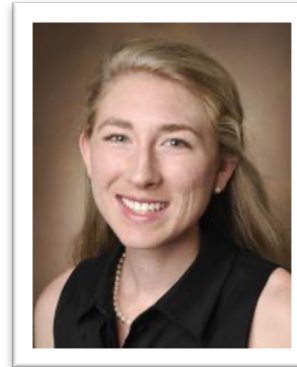
Quality Improvement and Patient Safety



Brian Bales, MD, DTMH
Assistant Professor of
Emergency Medicine



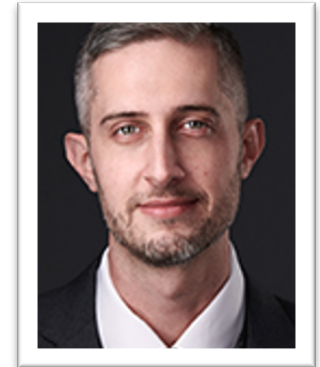
Martha Presley, JD, MD
Assistant Professor of
Clinical Medicine



Rachel Apple, MD, MPH
Assistant Professor of
Medicine and Pediatrics

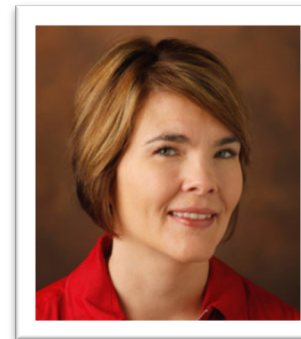


David Stevenson, PhD
Professor, Health Policy

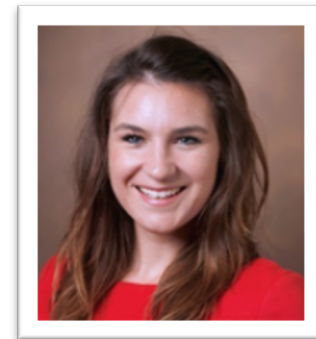


Kevin Griffith, PhD
Assistant Professor
Health Policy

Interprofessional Education



Natasha McClure, FNP
Pediatric Nurse Practitioner
Instructor, Vanderbilt School
of Nursing



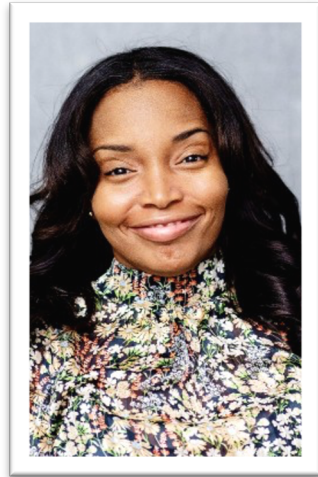
Natalie McCall, MD
Assistant Professor of
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VANDERBILT  UNIVERSITY
MEDICAL CENTER



Administrative Staff



Program Manager
Toccara Houston



Program Coordinator
Eric Huffman

Eskind Biomedical Library (EBL) – 4th Floor
fhd@vanderbilt.edu



C2.0 Longitudinal Requirements Summary

Longitudinal Course Requirements				
Foundations of Health Care Delivery—10 units		Learning Communities—8 units	Research—3 months	
5 taken as 4-week courses (self-enroll)	5 units completed during week-long Immersion Weeks	All taken as 4 week-courses (self-enroll)	PLAN Required	3-6 block Research Immersion



Careers in Medicine

<https://medschool.vanderbilt.edu/md-gateway/pathway-to-match/>

Pathway to Match

Timeline

September – December

- ◉ Begin the immersion phase of the curriculum. Use this time to continue exploring career opportunities and spending time in areas of interest.
- ◉ Start thinking about dual degree and year-out programs.

January – March

- ◉ Select faculty advisors and schedule initial and follow-up visits with them.

April

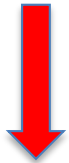
- ◉ Write [curriculum vitae \(CV\)](#) and begin working on [personal statement](#).

May

- ◉ Send your college mentor your CV and personal statement via email for review prior to your [MSPE](#) appointment.
- ◉ Arrange MSPE interview with the Associate Dean for Medical Student Affairs - do this early and have CV and personal statement ready by time of interview.
- ◉ Upload your "Noteworthy Characteristics" to the MSPE online system no later than 2 weeks prior to your MSPE appointment.
- ◉ Begin gathering residency information.
- ◉ [Military match](#) – check deadlines, even if applying for deferments.

VMS2 Registration Timeline

You are here



Feb



March

April

May

June

July

Aug

Sept

2/8

3/8

3/24

4/4

4/11

4/18

4/27

8/22-26



Planning Your Phase: Registration Counseling & ISC Fair (Zoom)



Rising VMS3 IP Requirements and Elective Counseling Meeting

How to Register March 24 at 5 pm

Registration opens for rising VMS4 April 11 at 6 pm

Registration opens for rising VMS4 MSTPs April 4 at 6 pm

Registration opens for rising VMS3 April 18 at 6 pm

Registration reopens for ALL April 27 at midnight



Immersion Phase 2022-23 begins

Immersion Phase Orientation and FHD AC1 & PHP for VMS3



Opportunities for course/elective counseling

Questions?

Please direct questions related to the overall phase to:

Immersion.Phase@Vanderbilt.Edu

Research: vms.research@vanderbilt.edu

FHD: fhd@vanderbilt.edu

LC: LC@vanderbilt.edu

