Elective Counseling: Immersion Phase Introduction for MSTP Students

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Elective Counseling Resources

https://medschool.vanderbilt.edu/md-gateway/elective-counseling-overview/

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Session Goals

- Describe the Immersion Phase and course types in the Phase
- Discuss the following:
  - Immersion Phase curricular requirements
  - Step exams
  - Assessment and grading
  - Portfolio coaching
  - Professionalism
  - Discuss upcoming registration timeline and provide counseling on your elective choices

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Immersion Phase Goals & Graduation Requirements

Immersion Phase Requirements

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C 2.0 Immersion Phase: Course Types

ACE: Advanced Clinical Experience
- Rigorous clinical experience

ISC: Integrated Science Course
- Didactic and clinical experiences

Special Studies
- Competency- or interest-driven rotation
- Tailored course
- NOT in the catalog

AI: Acting Internship
- Supervised intern-level responsibilities

AE: Advanced Elective
- Competency- or interest-drive
- Usually non-clinical setting

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C2.0 MD-PhD Immersion Phase Requirements

Minimum Immersion Phase Requirements (in Months)		
On-Campus	1	Integrated Science Courses (ISCs)
	1	1 Acting Internship
	2	Advanced Clinical Experience (ACEs)
On-Campus or Away (away with approval*)	4	Competency and Interest-Driven Rotations (can be ISCs, ACEs, AIs or Electives#)
8 required months		Must include: 1 Primary Care course 1 Acute Care course (EM or ICU-based course)
2		*Flex months*
ISC, ACE, and AI grading = H/HP/P/F		

* No more than two clinical aways for graduation credit
#At least one must be clinical rotation
#Any requests for research months (elective) must be approved by Dr. Estrada.

Consider using 2 FLEX months for interviews: November/December or December/January

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C2.0 MD-PhD Longitudinal Immersion Phase Requirements

On Campus	Unit	Mode of Delivery	Mode of Registration	Required Meeting
Yes	Learning Communities Unit 1 (LC1)	Sept or Jan of Immersion Phase	Self-Enroll (yes.vanderbilt.edu)	Monday 3rd week (1-3p)
Yes	Learning Communities Unit 2 (LC2)	Sept or Jan of Immersion Phase	Self-Enroll (yes.vanderbilt.edu)	Monday 3rd week (3-5p)
Yes	Learning Communities Unit 7 (LC7)	April of Immersion Phase; Dec of IP with special permission*	Self-Enroll (yes.vanderbilt.edu)	Monday 3rd week (1-3p)
Yes	Learning Communities Unit 8 (LC8)	April of Immersion Phase; Dec of IP with special permission*	Self-Enroll (yes.vanderbilt.edu)	Monday 3rd week (1-3p)
No	FHD-RR-Quality Improvement (QI)	VSTAR Learn Course (Self-paced) - Gphase	Coordinated through Dr. Estrada	
Yes	FHD-Interprofessional Education 2 (IPE2)	Pair with Immersion Phase Course	Self-Enroll (yes.vanderbilt.edu)	Tuesday 4th Week (1-5p)
Yes	FHD-Patient Safety (PS)	Pair with Immersion Phase Course	Self-Enroll (yes.vanderbilt.edu)	Tuesday 1st and 4th Week (1-5p)
Yes	FHD-Health Care Economics (HCE)	VSTAR Learn/In person	Auto-enrolled in YES	February FHD Immersion Week
Yes	FHD-Health Care Policy (HCP)	VSTAR Learn/In person	Auto-enrolled in YES	February FHD Immersion Week
No	FHD-Institute for Healthcare Improvement (IHI) Modules	VSTAR Learn Course (Self-paced)- Gphase	Coordinated through Dr. Estrada	

For permission to take Learning Communities during your required interview month, please submit a request online at https://redcap.vanderbilt.edu/surveys/?s=CFHLPKNA4FEEPYNL

VSTAR Learn Courses

Step Considerations: For All

Recommendations From Dean of Student Affairs specific to MSTP students returning from G-phase to FCC/Immersion 4th year.

- Both Step exams need to be completed by February of the intended year of graduation

- For more one-on-one advice: contact Dean Fleming and attend the Elective Counseling Session: Planning your Phase (March 6, 2024)

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ACEs, AIs, ISCs

Advanced Clinical Experiences
rigorous clinical rotations

Integrated Science Courses
mixed didactic and clinical experiences

Acting Internships
supervised intern-level responsibilities

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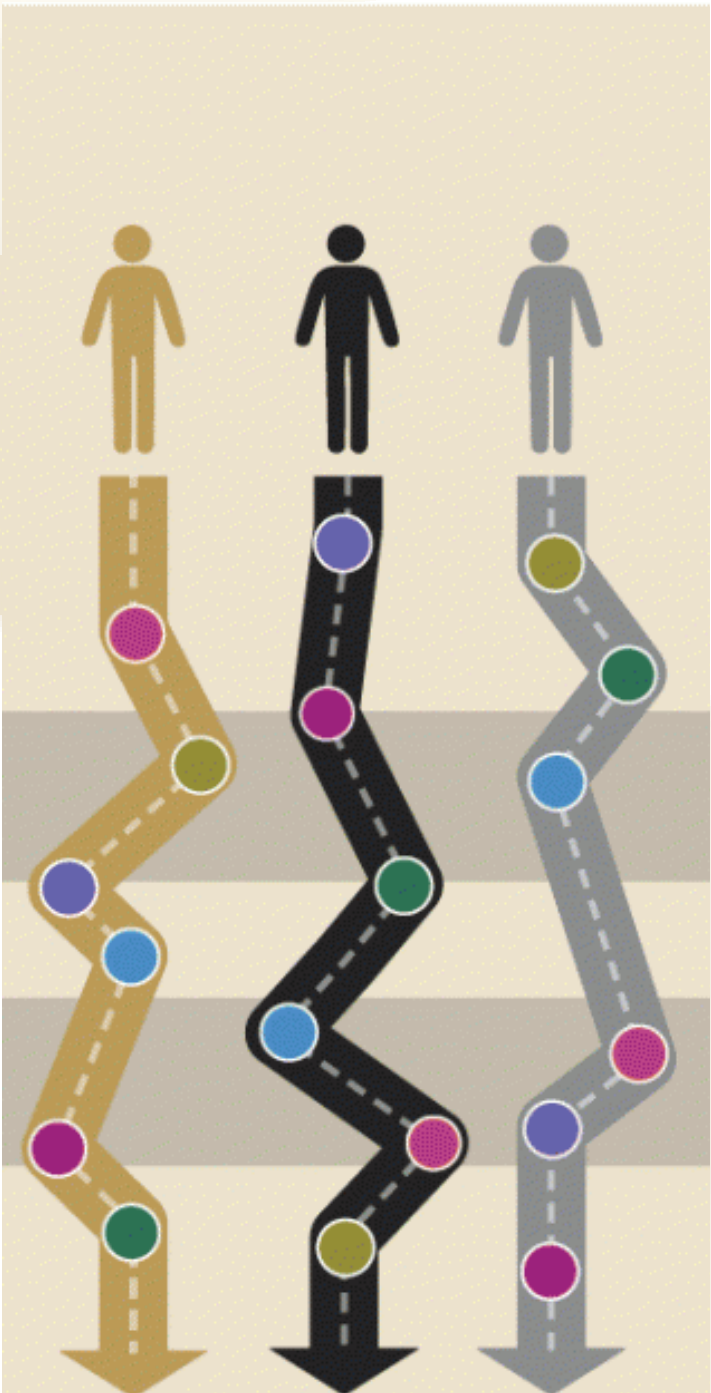
All Courses

- Required
  - Sending Compass requests for feedback
  - Receiving midcourse feedback from the course director
  - RCE (Required Clinical Experiences)—aka Vital Experiences—tracking in VITALS
  - Completing Educator Evaluations and End-of-Course Evaluations
- Optional
  - Sending Compass requests for EPA 12 (Procedures) feedback

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Compass Requirements

- Immersion Phase students enrolled in Acting Internships (AIs) and Advanced Clinical Experiences (ACEs) must request at least 1 <u>primary</u> Compass assessment per week per [VUSM's policy](it is labeled as primary in VSTAR).

  - Immersion Phase students enrolled in a longitudinal ACE must request a minimum of 4 assessments over the duration of the course.

- Immersion Phase students enrolled in Integrated Science Courses (ISCs) must consult the course syllabus for the required number of assessment requests.

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Compass Requirements

- If you do not send the appropriate number of Compass requests, you will get a flag in your portfolio (domain: professionalism) to alert you about the requirement

- Repeated flags can be problematic and impede progress and promotion

Professionalism

Professionalism (PR) Concern : Non-compliance with requesting assessments via Compass

Please note: Send all inquiries about this PR concern to md.core.curriculum@vanderbilt.edu and a staff member will respond to your concerns as soon as possible.

This student has been flagged for Professionalism (PR) Concern for Non-compliance with requesting assessments via Compass.

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Mid-Course Feedback

Immersion Mid-Course Feedback

Please log into VSTAR Grades and review the student's assessment data before providing the mid-course feedback below.

Are you concerned about student performance in any of the following domains? Check all that apply:

Select all that apply:

None selected ▾

Patient Care
Medical Knowledge
Interpersonal Communication
Practice-Based Learning and Improvement
Professionalism
Systems-Based Practice

Formative comments: Provide comments that describe areas of student strengths domains of concern above, please address specifically how the student can improve. If there is no assessment feedback data, please provide that information in the formative comments.)

Feedback is not done to you...feedback is a process that you can initiate and engage in.

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Vital Experiences

- List of 100 clinical experiences to complete before graduation
- Deemed core, essential experiences that are linked to clinical disciplines
- Essential for a comprehensive medical education to produce well-rounded physicians
- Replaces VC3 and VPen

https://medschool.vanderbilt.edu/md-gateway/vital-experiences/

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Vital Experiences

- You need to ensure you track your Vital experiences

- Log encounters in VITALS (https://vstar-next.app.vanderbilt.edu/)
  - ACEs/AIs = 20 per month (~1 per day of clinical work)
  - ISCs = 5 per month (~1 per day of clinical work)

- It's fast:
  - 40% of students state it takes <60 seconds
  - 90% of students state it takes <2 minutes

Vital Experiences

- If you do not log the required number of Vital Experiences per course, you will get a flag in your portfolio (domain: practice-based learning and improvement)

- Repeated flags can be problematic and impede progress and promotion

Practice-based Learning and Improvement

Practice-based Learning and Improvement (PBLI) Concern: Non-compliance with tracking Vitals Experiences

Please note: Send all inquiries about this PBLI concern to md.core.curriculum@vanderbilt.edu and a staff member will respond to your concerns as soon as possible.

This student has been flagged for Practice-based Learning and Improvement (PBLI) Concern for Non-compliance with tracking Vitals Experiences.

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Vital Experiences

- The School of Medicine transitioned to Vital experiences from VC3
  - If you entered the clinical part of your training with VC3 as your graduation requirement, you still get credit for your VC3 work
- You are required to see and submit an encounter for all 25 VC3 topics
  - Credit will be given for all previously logged VC3 encounters

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Vital Experiences

- Starting with your first Immersion Phase block, **you must log Vital Experiences** (5 for an ISC, 20 for ACEs and AIs)

- Logged Vital Experiences count towards your VC3 requirement (if applicable)

  – You MUST have at least 1 of all 25 VC3 Problems to graduate

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VC3 Presenting Problem	Corresponding Vital Experiences
Abdominal Pain	1) Vomiting; 2) Appendicitis; 3) Bowel Obstruction; 4) Pancreatitis; 5) Diverticular Disease; 6) Labor
Abnormal Vaginal Bleeding and/or Discharge	1) Abnormal pregnancy and loss; 2) Abnormal uterine bleeding
Abnormalities of Mood	1) Acute Agitation; 2) Anxiety Disorder; 3) Mood Disorder; 4) PTSD/Acute Stress Disorder; 5) Assessment for Suicidal/Homicidal Ideation
Altered Mental Status	1) Delirium; 2) Psychotic Disorder; 3) Mental Status Examination; 4) Acute Stroke/TIA; 5) Interpretation of CT Head for Acute Stroke; 6) Neurological Examination; 7) Neurological Localization
Back Pain	1) Acute Musculoskeletal Pain; 2) Interpretation of Musculoskeletal Radiograph for Fracture; 3) Neurological Examination; 4) Neurological Localization
Breast Complaints	1) Breast Exam; 2) Well-Woman Exam
Chest Pain	1) Chest Pain due to Coronary Artery Disease; 2) ECG Interpretation; 3) Congestive Heart Failure; 4) Anxiety Disorder; 5) Heart Murmur

Cough	1) Pneumonia (Pediatric); 2) Respiratory Distress (Pediatric); 3) Pneumonia (Adult); 4) Upper Respiratory Infection (Adult); 5) COPD
Dysuria and Incontinence	1) UTI (Pediatric); 2) Complicated UTI (Adult); 3) Kidney Disease; 4) Foley Catheter Insertion
Fever	1) Acute Otitis Media; 2) Febrile Neonate; 3) Skin, Soft Tissue, Joint, Bone Infection; 4) Pneumonia (Pediatric); 5) UTI (Pediatric); 6) Complicated UTI (Adult); 7) Sepsis; 8) Appendicitis
Functional Decline	1) Menopause; 2) Dementia; 3) Reviewing End-of-Life Goals
Gastrointestinal Bleeding	1) Lower GI Bleed; 2) Upper GI Bleed
Headache	1) Headache
Hypotension / Shock	1) Sepsis; 2) Shock
Jaundice	1) Newborn Jaundice; 2) Cirrhosis; 3) Biliary Track Disease
Obesity	1) Metabolic Syndrome; 2) Health Coaching
Pelvic Pain	1) Pelvic Pain; 2) Well-Woman Exam; 3) Postpartum Visit; 4) Labor; 5) Pelvic Exam, Pap Smear, and Cultures; 6) Cesarean Section; 7) Vaginal Delivery

Preventative Health	1) Well-Child Visit; 2) Developmental Milestones; 3) HEADSS Examination; 4) Otoscopic Examination; 5) Prophylactic Inpatient Care; 6) Breast Exam; 7) Family Planning; 8) Well-Woman Exam; 9) Pelvic Exam, Pap Smear, Cultures; 10) Discharge Counseling; Medication Reconciliation on Admission or Discharge; 11) Health Coaching
Rash	1) Rash
Seizures	1) Seizures
Shortness of Breath	1) Respiratory Distress (Pediatric); 2) Pneumonia (Pediatric); 3) COPD; 4) Congestive Heart Failure; 5) Pneumonia (Adult); Upper Respiratory Infection (Adult); 6) Acid/Base Analysis; 7) BVM Ventilation; 8) Endotracheal Intubation
Substance Use and Abuse	1) Substance Use Disorder; 2) Medication Reconciliation on Admission or Discharge; 3) HEADSS Exam
Syncope	1) Syncope
Trauma	1) Blunt/Penetrating Trauma to Head, Abdomen, or Chest; 2) Acute Musculoskeletal Pain; 3) Interpretation of a Musculoskeletal Radiograph for Fracture
Unexplained Weight Loss	1) Failure to Thrive; 2) Oncologic Process; 3) Unintentional Weight Loss

Course Evaluations

- Just like in FMK and FCC, you are required to complete course evaluations in the Immersion Phase.

- If you do not complete the required course evaluations, you will get a flag in your portfolio (domain: systems-based practice)

- Repeated flags can be problematic and impede progress and promotion

Systems-based Practice

SBP Deficit : Non-response to a Course Evaluation

Please note: The Evaluation and Assessment team requests all students contact oume@vanderbilt.edu with any questions relating to SBP deficiencies. Please send all inquiries to oume@vanderbilt.edu, and an Evaluation and Assessment team member will respond to your concerns as soon as possible.

This student as been flagged for SBP Deficit because of Non-response to a Course Evaluation:

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EPA 12: Perform General Procedures of a Physician

Describe the student's knowledge of the procedure (e.g., understanding of the indications, contraindications, risks, benefits, alternatives, and/or potential complications of the procedure):

- ☐ No knowledge. Unable to describe indications, contraindications, risks, benefits, alternatives, or complications.

- ☐ Poor understanding that prohibits full participation in procedure.

- ☐ Minimal understanding that limits participation in procedure.

- ☐ Adequate understanding that permits full participation in procedure.

- ☐ Exceptional understanding that inspires confidence.

Describe the student's technical skills:

- ☐ No technical skills. Unable to complete or perform procedure.

- ☐ Poor technical skills. Able to complete procedure but with extreme difficulty and intense supervision.

- ☐ Minimal technical skills. Able to complete procedure with moderate difficulty and intense supervision.

- ☐ Procedurally solid. Able to complete procedure with minimal difficulty and minimal supervision.

- ☐ Exceptional technical skill. Able to complete procedure easily and efficiently with minimal supervision.

If you performed the same procedure in similar circumstances with this student, would you trust the student to perform the procedure independently (while you watched only)?

- ☐ Yes

- ☐ Not Yet

ACE Overview

Advanced Clinical Experiences
rigorous clinical rotations
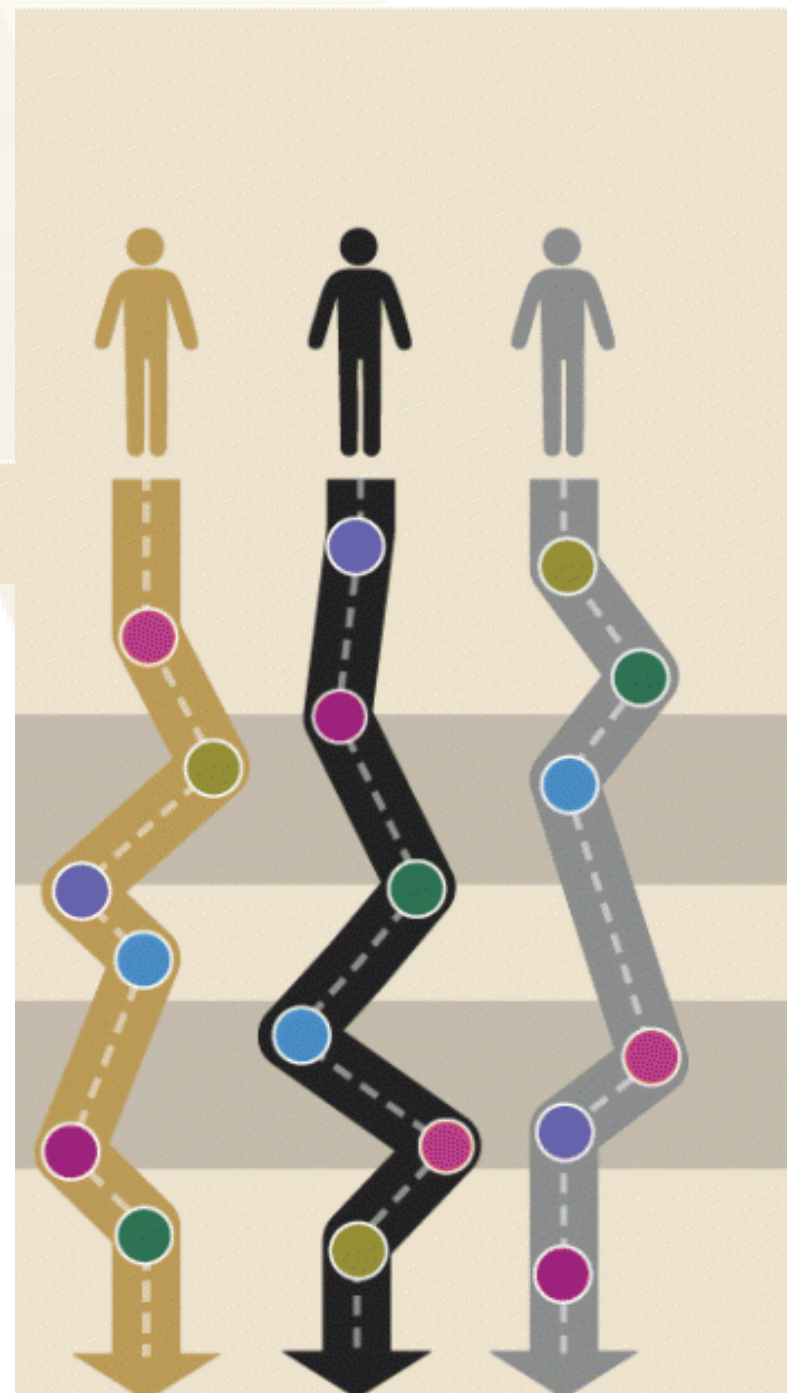
ACE Overview

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

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Personal Learning Goals and Plan: Why?

Teacher-centered

Learner-centered

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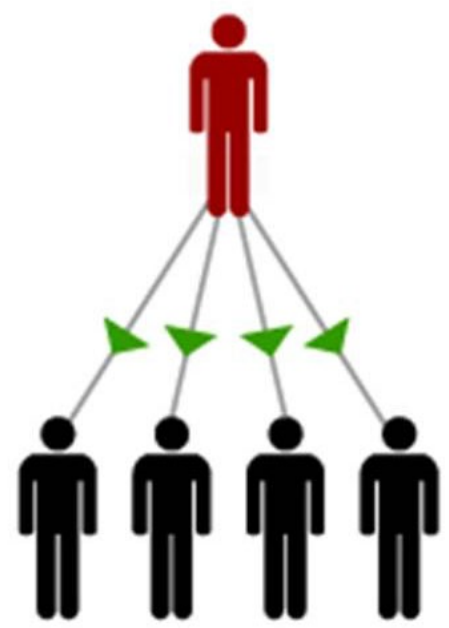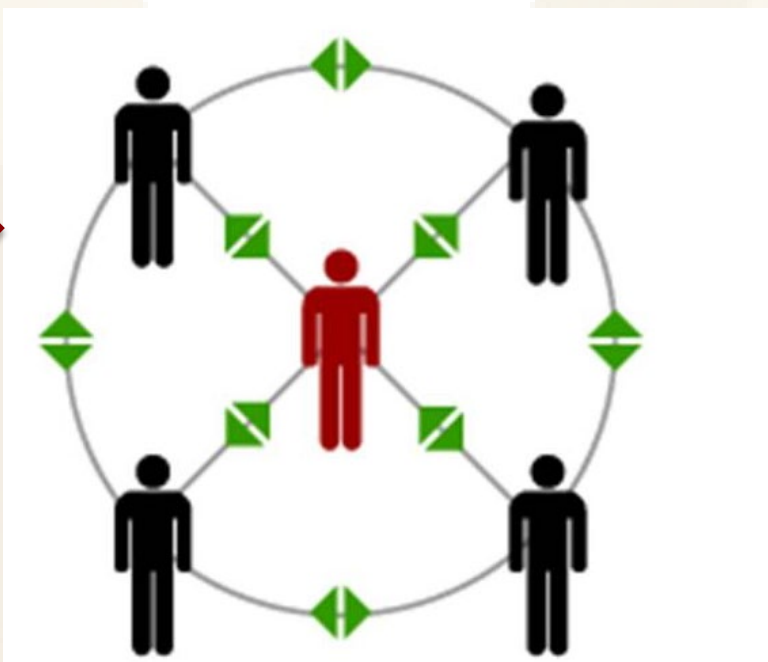
Evidence for Learning Goals and Plans

- Knowledge and good intentions ≠ behavior change (Saddawi-Kkonefka 2016)

- Setting a goal that is specific leads to higher performance (Bero 1998)

- Feedback is necessary (Kluger 1996)

- Must be important to you right now (Locke 2002)

- Goals are not enough, you need a plan (Koestner 2002, Gollwitzer 2006)

Creating Goals

- iSMART [inspiring, specific, measurable, achievable, relevant, time bound]
- WOOP [wish, outcome, obstacle, plan]

W — WISH — Which goal do you want to achieve?

O — OUTCOME — How will you feel when you achieve this goal?

O — OBSTACLE — What are your main obstacles?

P — PLAN — How can you tackle these obstacles?

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Personal Learning Goals and Plan: How To

1. Go to VSTAR Portfolio

2. Search for ACTIVITY called *Personal Learning Goals and Plan: Imm 2023-2024* or *2024-2025*

3. Commit to your goals and plan by completing the form

4. Use the form to generate **discussion** with your clinical preceptor(s) (attending, resident)

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Personal Learning Goals and Plan: Form

Personal Learning Goals and 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. Ideally, the learning goals for the rotation should be complimentary to the learning goals you have developed with your Portfolio Coach.

Advanced Clinical Experiences (ACEs) are rigorous clinical experiences that are designed to (1) solidify clinical skills and (2) enhance practice-based learning skills

The Acting Internship (AI) is an intensive, inpatient experience designed to provide the student with increased responsibilities for the assessment of and management of patients.

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 acheive 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 Goals and Plan

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

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

3. 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?"

3. Be confident but not brash. Be open to feedback and redirection if your preceptor suggests different goals.

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Practice-Based Learning Exercise: How To

- <u>Goal</u>: Form a clinical question and retrieve evidence to advance patient care

- Do as often as you can

ASK **ACQUIRE** **APPRAISE** **ADVISE**

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Practice-Based Learning Exercise: Assessment

- Embedded in the standard VSTAR Portfolio activity for each ACE

- Request assessment via Compass

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# Practice-Based Learning Exercise: Assessment

EPA7: Form a clinical question and retrieve evidence to advance patient care

1. <u>In supervising this student in ASKING and ANSWERING this clinical question, how much did you participate in the task?</u>

   ❑ I did it
   ❑ I talked them through it
   ❑ I directed them from time to time
   ❑ I was available just in case

2. <u>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...</u>

   ❑ 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. <u>What does this student need to work on to become more independent or to allow you to act upon their findings?</u>

Acting Internships
supervised intern-level responsibilities

AIs
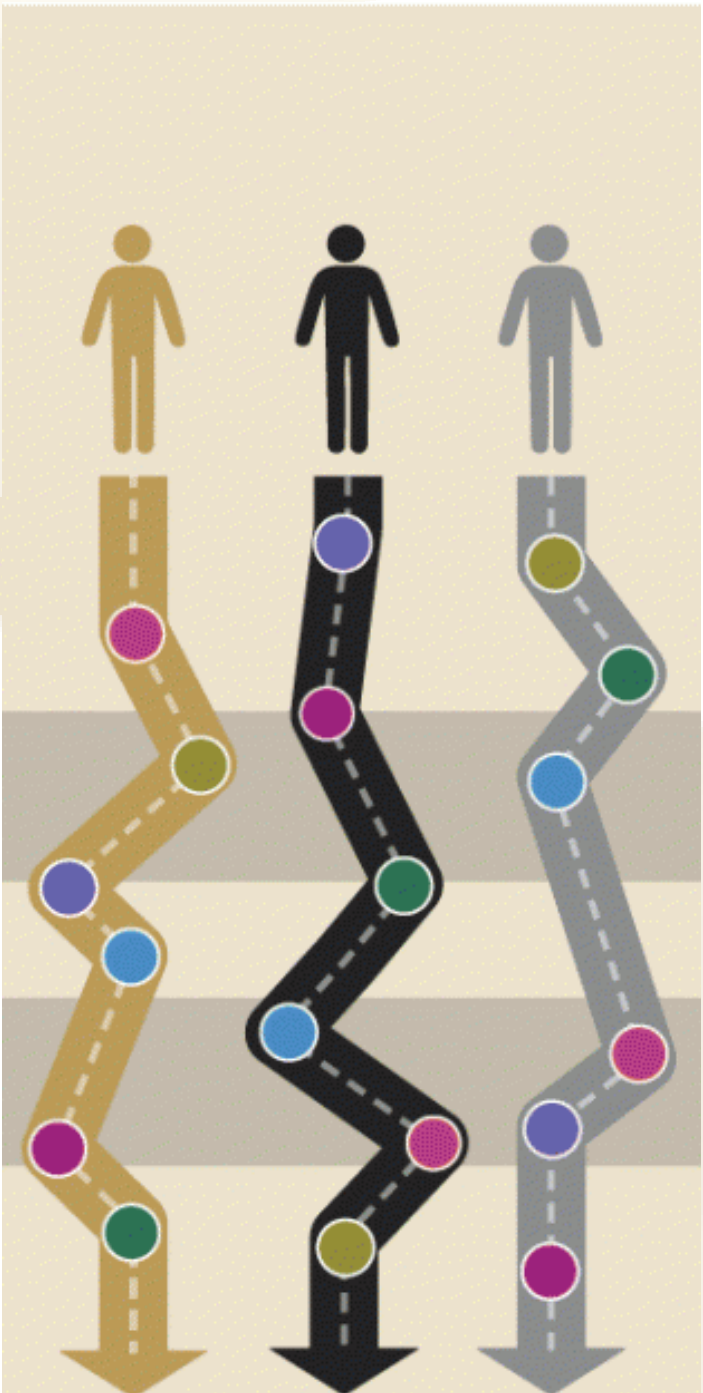
Immersion Phase MCTs (iMCTs)

- You will have 1 iMCT session in your AI
- For full information and expectations:
  - https://medschool.vanderbilt.edu/md-gateway/academic-resources/#mct

Why is there an iMCT session in the Immersion Phase?

- To provide a rigorous assessment of emerging clinical skills by a highly trained assessor group as you prepare for residency training

- To allow for tracking of competency development across the phases of the curriculum and just prior to graduation

- To encourage self-regulated learning through the development of learning goals and plans

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Why is the iMCT session in the AI?

- The AIs are where you have the most clinical responsibilities and are **critical preparation for residency**

- The AI offers the opportunity to **assess skills important in residency** (focused history and physical, handover, discharge planning) that historically students report they have not been directly observed performing.

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Grading in the Immersion Phase

Curriculum 2.0: Immersion Phase
A highly individualized post-clerkship phase that uses clinical context to build upon prior learning
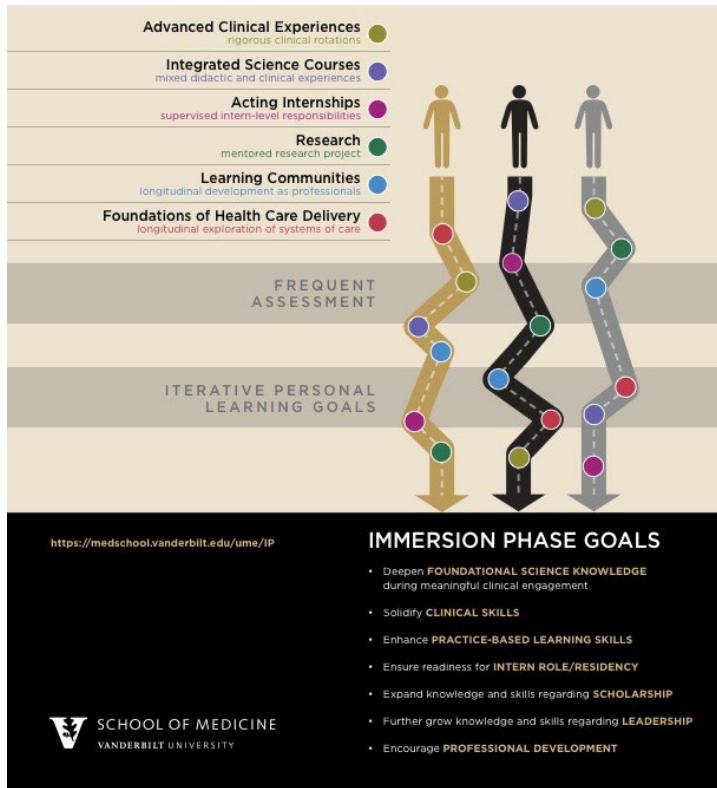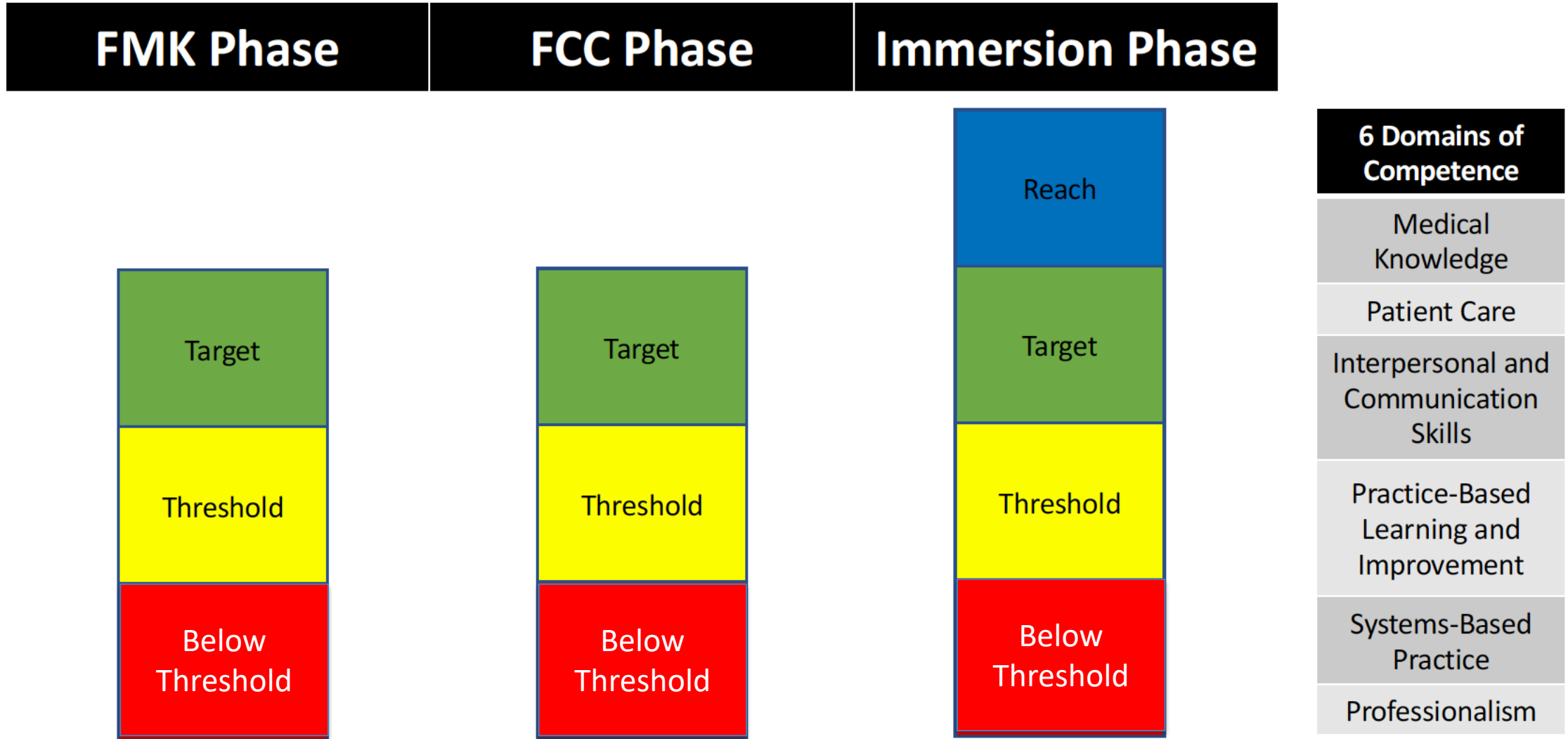
Graded as H/HP/P/F

– Integrated Science Courses (ISC)

– Advanced Clinical Experiences (ACE)

– Acting Internships (AI)

– Special Study—Away

Graded as P/F

– Advanced Electives (AE)

– Special Studies (Clinical: here, Research: here or away)

– Learning Communities (LC)

– Foundations of Healthcare Delivery (FHD)

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Assessment of Competency Domains

FMK Phase	FCC Phase	Immersion Phase

Immersion Phase:
- Reach
- Target
- Threshold
- Below Threshold

FCC Phase:
- Target
- Threshold
- Below Threshold

FMK Phase:
- Target
- Threshold
- Below Threshold

6 Domains of Competence

- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Practice-Based Learning and Improvement
- Systems-Based Practice
- Professionalism

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Milestones

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ASSESSMENT in the IMMERISON PHASE	ACEs	ISCs	AIs
FOCUS of Assessment	Clinical Skills Practice-Based Learning	Medical Knowledge Integration	Ensure Readiness for Internship
Predominant Method of Assessment	• Milestones • EPA 2 • EPA 7 • EPA 12*	• Knowledge Assessments -Multiple Choice Exams -Essay exams -Projects -Presentations • Milestones	• Milestones • EPA 4 • EPA 5 • EPA 8 • EPA 10 • EPA 12*

Milestones: https://medschool.vanderbilt.edu/md-gateway/immersion-phase-milestones/

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Assessment Video

https://vanderbilt.box.com/s/4ybsdqsedy4fvglnpmbz55u4lpmns7y0

Portfolio Coaching

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What is a coach?

"An academic coach is a person assigned to *facilitate learners achieving their fullest potential*. Coaches work with learners by evaluating performance via review of objective assessments, assisting the learner to *identify needs* and *create a plan* to achieve these, and helping the learner to be *accountable*."

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Deiorio NM et al. Coaching: a new model for academic and career achievement. *Med Educ Online*. 2016;21(1).

How is a coach different than an advisor or mentor?

How is a coach different than an advisor or mentor?

RATIO OF ENGAGEMENT   ■ Probing & listening   ■ Telling & Answering

COACH

A coach will:

- Prompt you to envision your future
- Facilitate learner-driven meetings
- Ask, not tell
- Assist with goal setting and provide accountability

Why coaching?

- It is proactive, flexible, inclusive
- Facilitates the development of self-regulated learning skills (e.g., reflection, goal-setting) which are key determinants of mental health, academic performance, clinical performance
- Supports a culture of learning with the goal of developing healthy, sustainable lifelong learning habits to empower continued learning

Conyne, 2015; van Nguyen et al., 2015
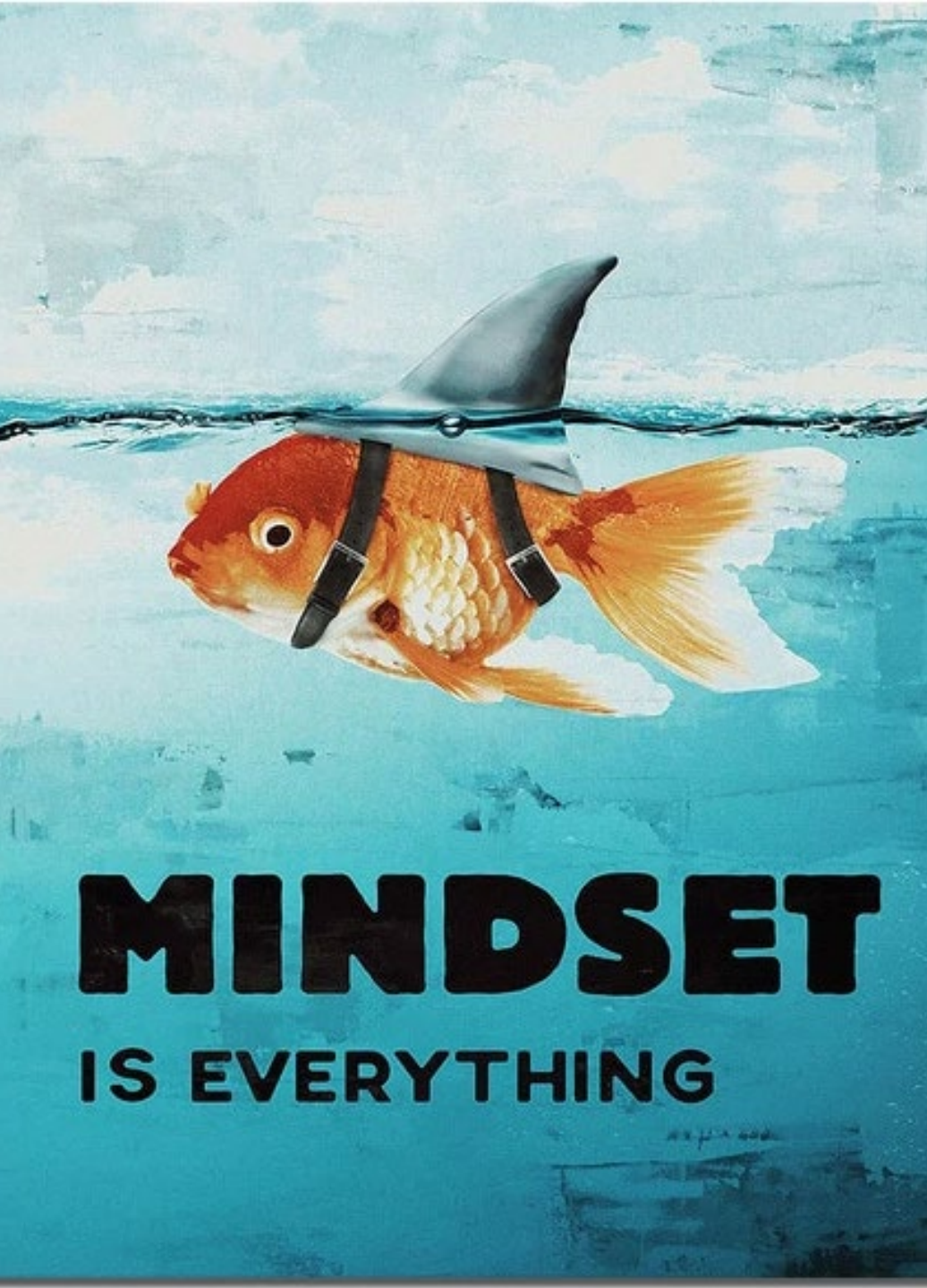
Your Approach Matters

- Be curious
- Ask yourself questions
- Test your assumptions
- Good enough

VUSM Portfolio Coaching Program Goals

- Inspire and support students in defining and reaching their full potential
- Assist students in creating and meeting academic goals
- Support informed self-assessment to facilitate self-regulation and lifelong learning

Developing Expert Learners

Coaching Process

- Schedule Meeting
- Work and Learn
- Portfolio Self-Assessment
- Post-Meeting Reflection
- Coach Meetings

Cutrer WB, Miller B, Pusic MV, Mejicano G, Mangrulkar RS, Gruppen LD, Hawkins RE, Skochelak SE, Moore DE. Jr. 2016. Fostering the development of master adaptive learners. Acad Med. 92:70–75.

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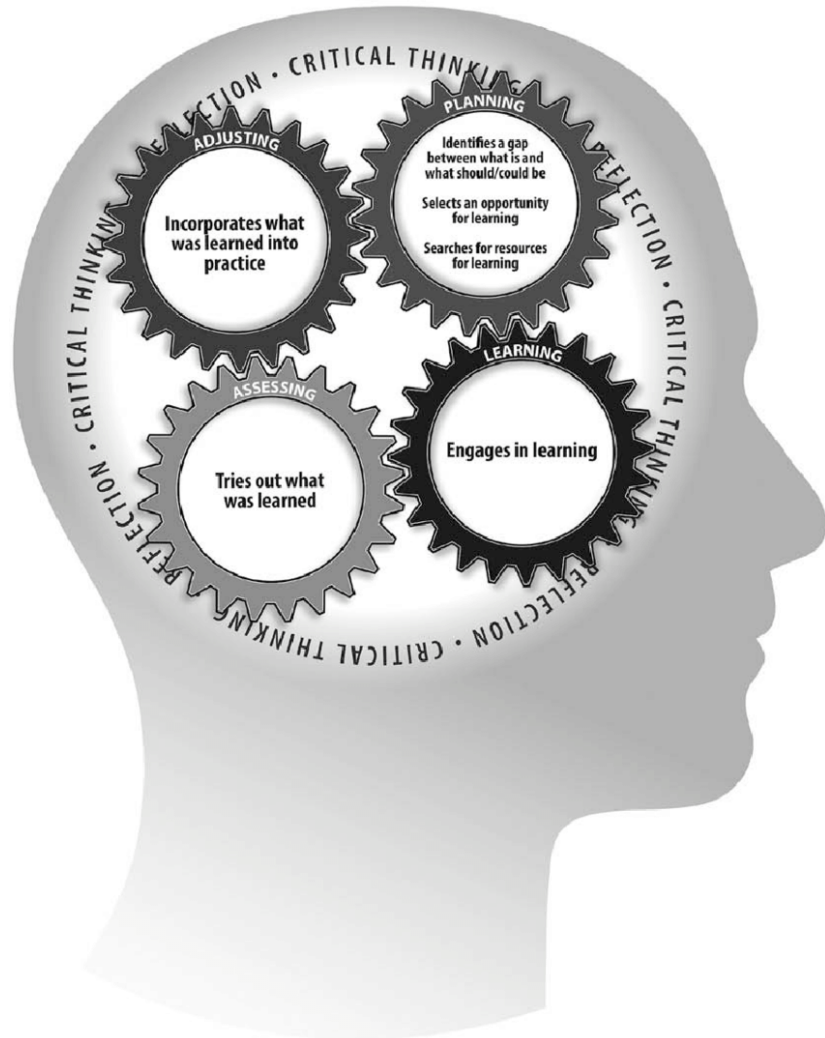
Framework for Coaching Meetings Across Phases

Phase Preparation Meeting
- Primarily focus on LG generation and phase preparation

→

Check-in Meetings
- Checking-in on progress
- 30 minutes

→

Progress meeting
- Complete a full self-assessment
- 60 minutes

→

Summary and Transition Meeting
- Complete a full self-assessment

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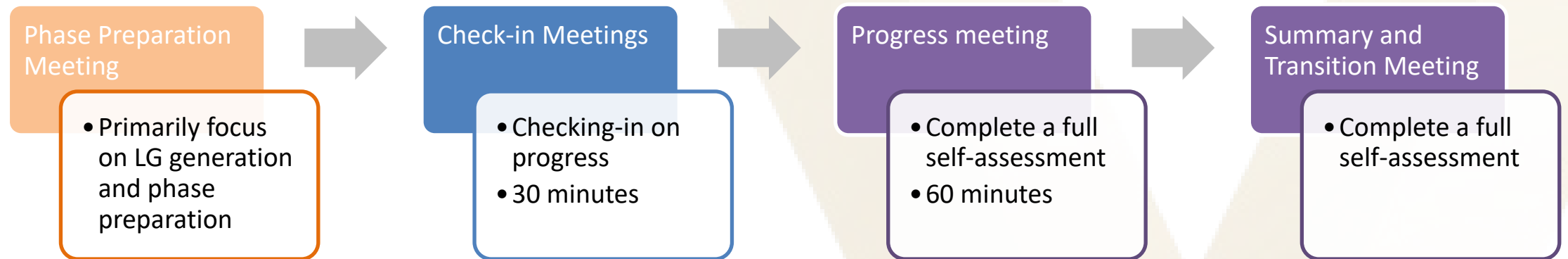
Components of the Self-Assessment

- Instructions (will include meeting agenda)
- Student Thoughts
- Milestones by domain with a domain summary
- Student Report

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Coaching Calendars

- Coaching calendars can be found in the MD Gateway under the Calendar section
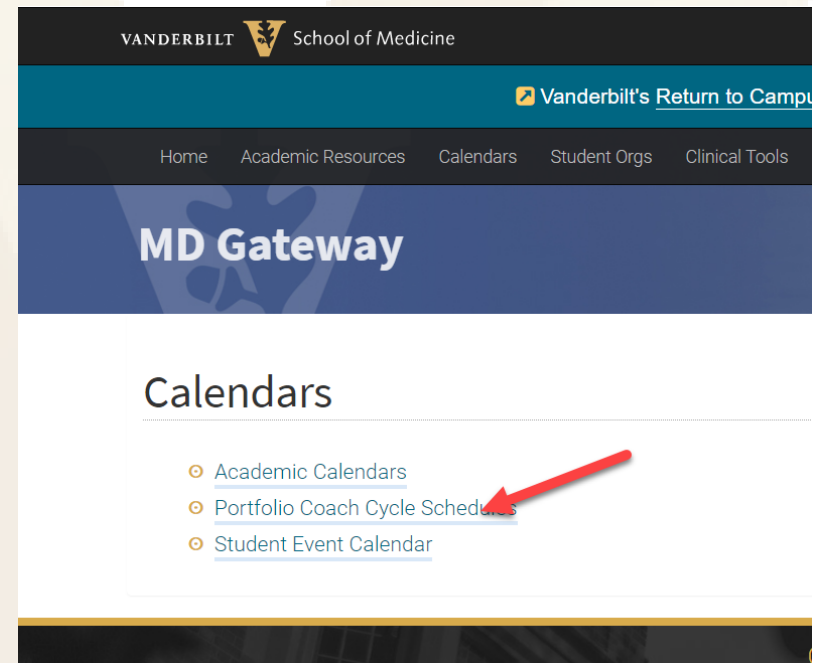
- https://medschool.vanderbilt.edu/md-gateway/calendars/

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Coaching Calendars

- You will receive an email introducing you to your coach as you prepare to enter the Immersion Phase

- You will meet with your coach by the midpoint of your first rotation.

- All other meetings follow those of your graduating class

- Schedule appointments on VSTAR Next (https://vstar-next.app.vanderbilt.edu/)

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Portfolio Coaching Meetings

Strength profile from FCC/G-Phase; goals/plan for Y4

Mid-point of 1st rotation

ACGME Milestone reflection; residency preparedness goals

July '24

Goal check-in

Oct '24

Jan '25

ACGME Milestone review; goal revision

Transition to Residency Workshop

Mar '25

Mar '25

Goal revision and reflection

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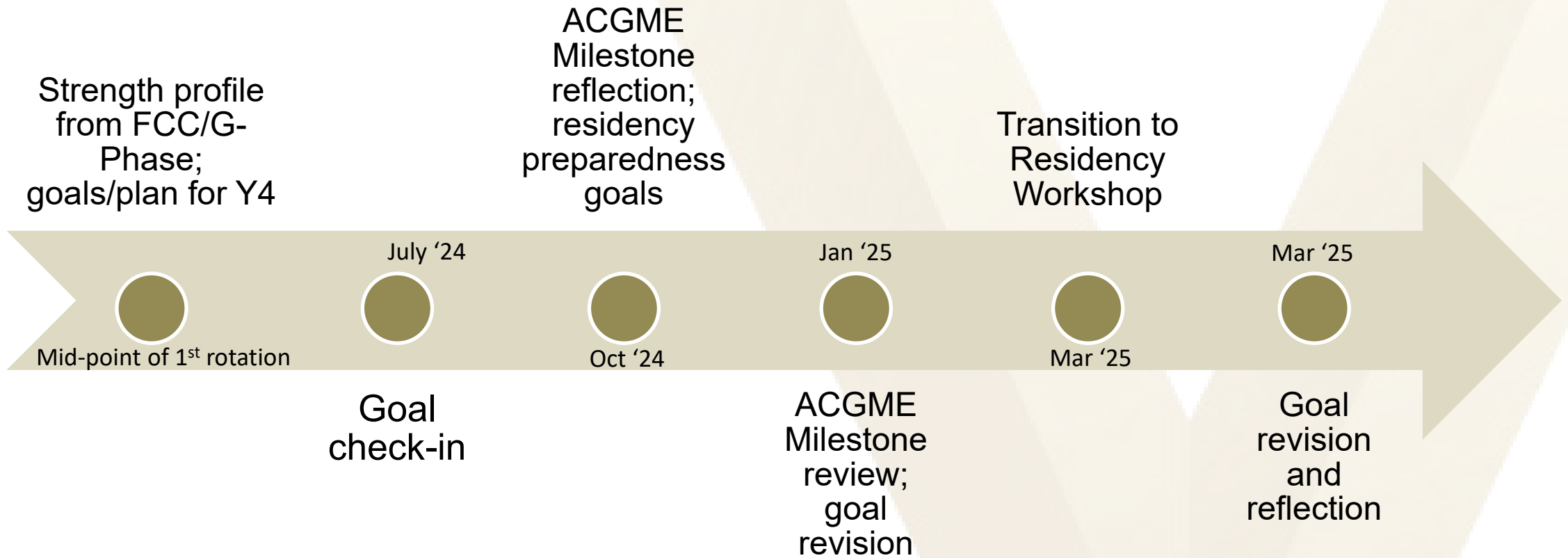
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Progress and Promotion in the Immersion Phase

Immersion Phase Website

https://medschool.vanderbilt.edu/curriculum/immersion/

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Promotions Committee in IP

- They are here to HELP and SUPPORT your overall growth and learning

- The hard(est) work is behind you!

- System-based practice and professionalism are the most common reasons for actions from the Promotions Committee

- Be proactive, be open, be honest!

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Promotions Committee in IP

- Information found in MD Catalog
  - https://www.vanderbilt.edu/catalogs/kuali/som-23-24.php#/content/641c91a10e1eed001c5f4691
- Detailed information found on the MD Gateway

Student Assessment Information

- Advanced Clinical Experiences
- Acting Internships
- Integrated Science Courses
- Research Immersion (PLAN)
- Research Immersion (Research Director)
- Research Immersion (Mentor/Teammate)
- Immersion Portfolio Coach
- Maximizing Compass Feedback
- Progress and Promotions – Immersion

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Immersion Phase
Satisfactory Performance: Target in all competency domains*

Course Grade	Domain Achievement		Promotion Committee Progress Status Decision
H/HP	All Reach and/or Target	→	Satisfactory Progress

* This slide is for students who have been promoted to the immersion phase with satisfactory progress. Promotion Committee progress and promotion status decisions may be different for students promoted with satisfactory progress with concern.

Immersion Phase
Satisfactory Performance: Target in all competency domains*

Course Grade	Domain Achievement		Promotion Committee Progress Status Decision

H/HP → **All Reach and/or Target** → Satisfactory Progress

P → **Threshold** — Occurs in 0-2 courses → Satisfactory Progress

P (multiple) → **Threshold** (multiple) — Occurs in 3 or more courses → Satisfactory Progress with concern / Letter of Concern for Impacted Domain

* This slide is for students who have been promoted to the immersion phase with satisfactory progress. Promotion Committee progress and promotion status decisions may be different for students promoted with satisfactory progress with concern.

Immersion Phase
Unsatisfactory Performance: Domain at "below threshold" or > 2 domains at "threshold"

Course Grade

Domain Achievement

Promotion Committee Progress Status Decision

Remediation

P

Threshold

Occurs in 4 or more courses

Letter of Concern for Specific Competency Domain

May require Targeted Coaching for the specific domain

Complete Targeted Coaching

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* This slide is for students who have been promoted to the immersion phase with satisfactory progress. Promotion Committee progress and promotion status decisions may be different for students promoted with satisfactory progress with concern.
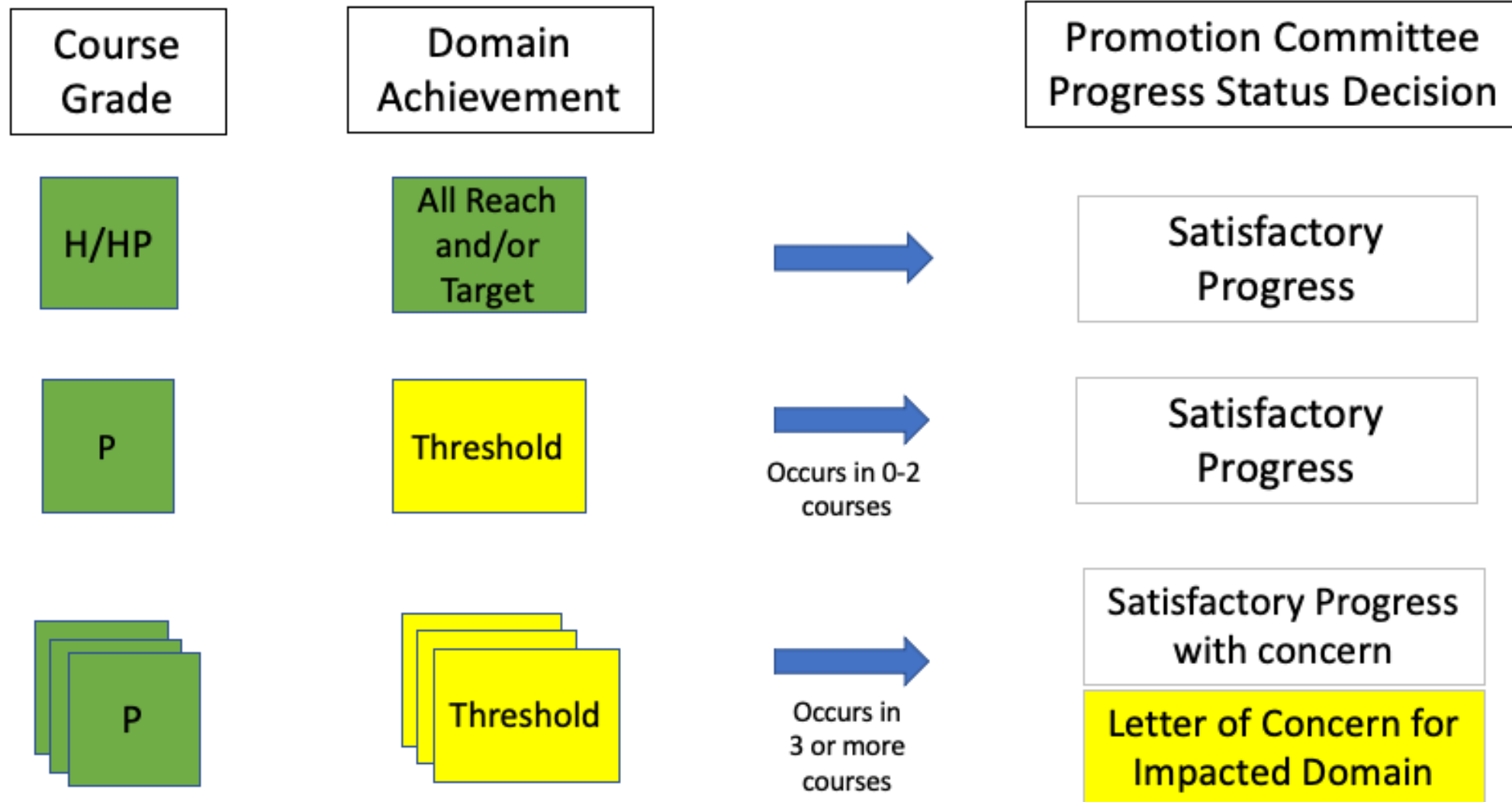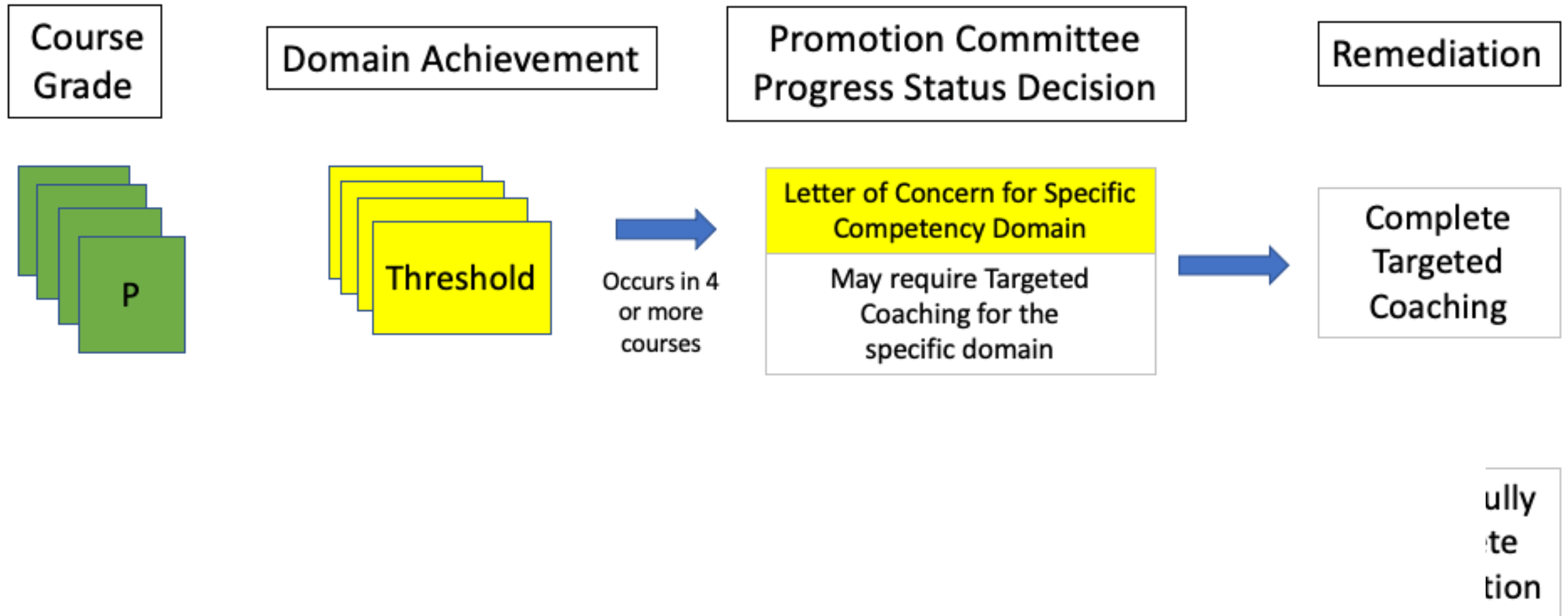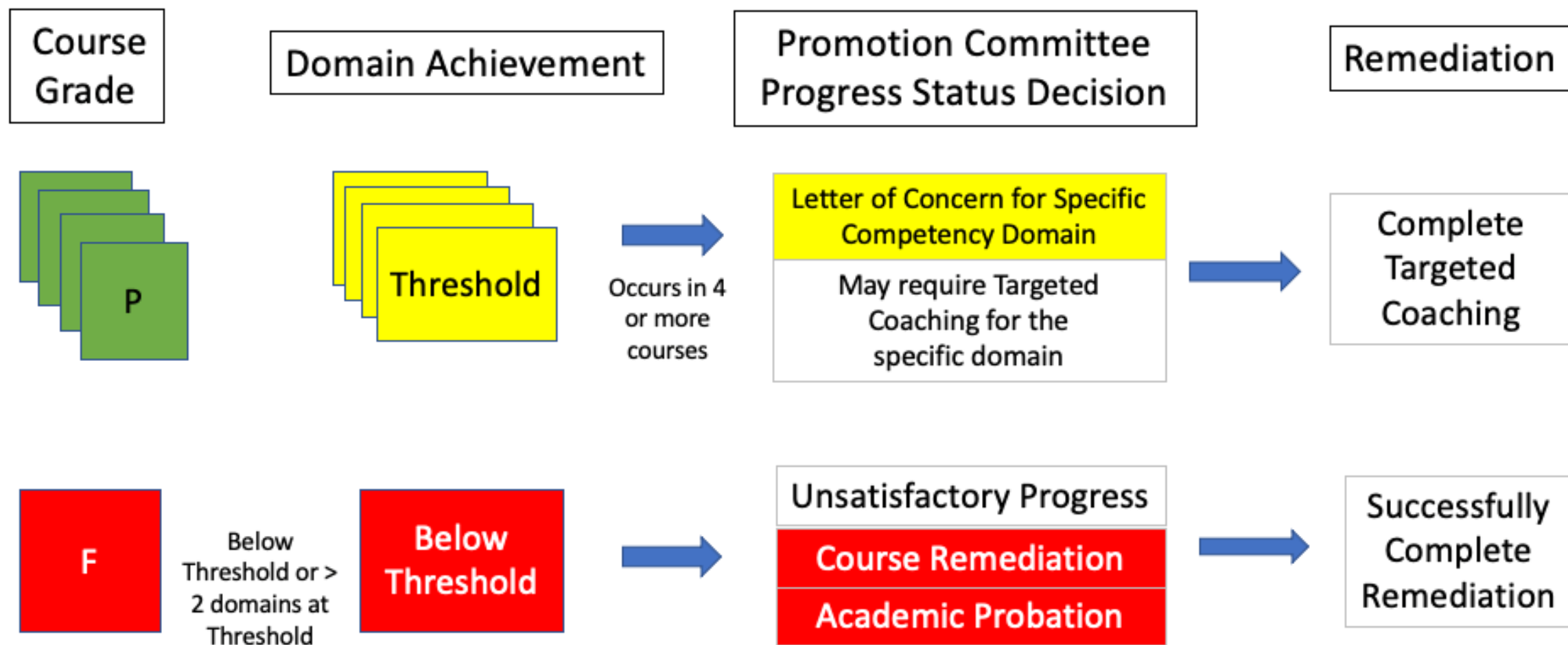
Immersion Phase
Unsatisfactory Performance: Domain at "below threshold" or > 2 domains at "threshold"

Course Grade

Domain Achievement

Promotion Committee Progress Status Decision

Remediation

P

Threshold

Occurs in 4 or more courses

Letter of Concern for Specific Competency Domain

May require Targeted Coaching for the specific domain

Complete Targeted Coaching

F

Below Threshold or > 2 domains at Threshold

Below Threshold

Unsatisfactory Progress

Course Remediation

Academic Probation

Successfully Complete Remediation

* This slide is for students who have been promoted to the immersion phase with satisfactory progress. Promotion Committee progress and promotion status decisions may be different for students promoted with satisfactory progress with concern.

Professionalism

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Email Etiquette

Health and Wellbeing

We want you to be healthy and whole

- Student Health
- UCC – Med school specific appointments
    - Online or call to make appt
    - Appts available within the week
    - 3-6pm
    - Telehealth
    - Counselors have had additional training about curriculum and being an MD student!
- Student Wellbeing Center

Exposure to bloodborne pathogens

- Covid (Exposure? Positive test?)
  - Student Health
- Bloodborne pathogens
  - Occupational health (ED if after hours) initial visit
  - Student Health for follow ups
  - Bill insurance first, then remainder paid through student health

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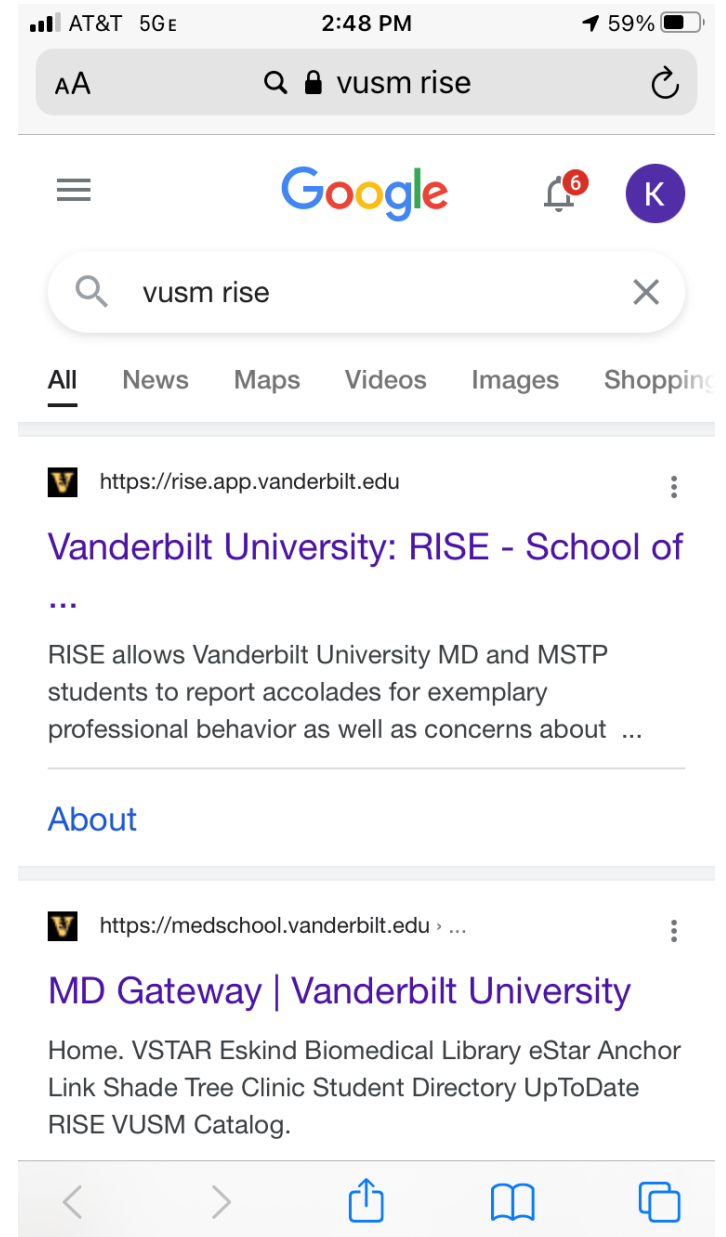*Vanderbilt University School of Medicine*

RISE:

Reporting Issues in Striving for Excellence

TELL ME MORE

Accessing RISE

- Simple Google search
- MD Gateway
- https://rise.app.vanderbilt.edu

Reporting in RISE
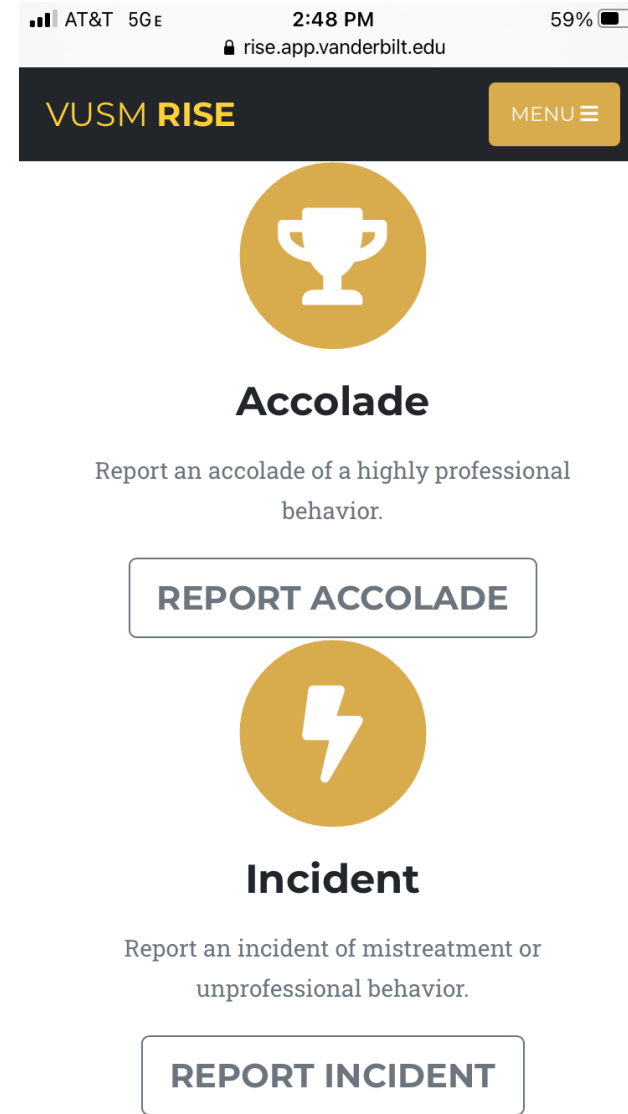
Standard of Behavior

- Found on MD Gateway
  - https://medschool.vanderbilt.edu/md-gateway/policies-procedures/
- Found in the School of Medicine Catalog
  - VUSM Compact Between Teachers and Learners
    - https://www.vanderbilt.edu/catalogs/kuali/som-23-24.php#/content/641c91a00e1eed001c5f4652?q=vusm%20compact%20between&&limit=20&skip=0&bc=true&bcCurrent=VUSM%20Compact%20Between%20Teachers%20and%20Learners%20in%20VUSM%20Programs&bcItemType=institutional-information
  - Standard of Behavior for Interactions with VUSM students
    - https://www.vanderbilt.edu/catalogs/kuali/som-23-24.php#/policy/BySsqiEA_?q=standard%20of%20behavior%20for%20interactions&&limit=20&skip=0&bc=true&bcCurrent=Learning%20Environment%3A%20Standard%20of%20Behavior%20for%20Interactions%20with%20Vanderbilt%20University%20School%20of%20Medicine%20Students&bcItemType=policies

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Additional Logistics

VA Access

- If you are rotating at the Veteran's Affairs Hospital you need to make sure your VA computer codes are still active:
    - Go to the VA and log in to any VA computer to check
    - If you have lost access, contact the VA Help Desk from any VA phone at 2-6500
- Our team will prompt you four weeks before your rotation
- Details regarding access can be found at https://medschool.vanderbilt.edu/md-gateway/va-rotations/
- If you are enrolled in a course that requires VA access and you do not obtain your access, you may be dropped from the course.

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Adding and Dropping

Pay attention to add/drop deadlines. You are responsible for managing your enrollment

Self-service (via YES) adding and dropping is available throughout the academic year subject to the following deadlines:

- No less than 6 weeks in advance for
  - All ISCs
  - Some ACEs (e.g., EM and Primary Care)
- No less than 4 weeks in advance for most ACEs
- No less than 1 week in advance for all individual (longitudinal) FHD units and LC units
- For details, see the class note under each immersion rotation in YES

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Add/Drop Deadlines

- Add/drop deadlines can be found in the MD Gateway on the academic calendar and on the VSTAR Calendar in VSTAR Next

2023-2024 Immersion Phase Calendar				
		Student Registration Deadlines		
Section	**Dates**	**42-day** **(ISC, AI, Certain ACEs)**	**28-day** **(Most ACE, AE)**	**7-day** **(FHD, LC)**
Section 07	**July 3-28, 2023**	5/22/2023	6/5/2023	6/26/2023
	July 4 Independence Day Holiday (no class or clinical)			
Section 08	**July 31-Aug. 25, 2023**	6/19/2023	7/3/2023	7/24/2023
	Aug 21-25 Immersion Orientation and FHD Immersion (VMS3 only)			
Section 09	**Aug. 28-Sept. 22, 2023**	7/17/2023	7/31/2022	8/21/2023
	Sept 4 Labor Day Holiday (no class or clinical)			
Section 10	**Sept. 25-Oct. 20, 2023**	8/14/2023	8/28/2023	9/18/2023
Section 11	**Oct. 23-Nov. 17, 2023**	9/11/2023	9/25/2023	10/16/2023
Section 12	**Nov. 20-Dec. 15, 2023**	10/9/2023	10/23/2023	11/13/2023
	Nov. 23-26 Thanksgiving Break (course/clinical activities end at noon on Nov. 22)			

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Add/Drop Deadlines

- Add/drop deadlines can be found in the MD Gateway on the academic calendar and on the VSTAR Calendar in VSTAR Next

Late <u>Requests</u> to Add or Drop

- Late requests to add or drop are evaluated case-by-case.

  - **Immersion rotations** – Immersion Phase Team (immersion.phase@Vanderbilt.edu)

  - **Longitudinals** — contact the longitudinal email address and cc immersion.phase@Vanderbilt.edu

    - FHD Team (fhd@Vanderbilt.edu)

    - Research (vms.research@Vanderbilt.edu)

    - Learning Communities (LC@Vanderbilt.edu)

- Please DON'T contact the course director.

- Send email request explaining why deadline was not met. Dean Fleming is available as a resource

- ***If drop or add is approved***, complete the form at https://medschool.vanderbilt.edu/md-gateway/forms/

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Completing AWAY Rotations

- You are eligible once FCC phase is complete, and you have taken and passed Step.

- Instructions, FAQs and the registration form are online at https://medschool.vanderbilt.edu/md-gateway/away-rotations/

- You must apply AND REGISTER

- 7100 form must be completed 28 days before the start of the course, or you will not receive credit toward graduation

- 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).

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Completing AWAY Rotations

- No more than two (2) clinical away rotations can be counted toward graduation requirements.

- You are allowed to take more than two (2) clinical away rotations, understanding that only two (2) will count for graduation requirements.

- If after discussion with your specialty advisors, you feel it is important to take more than two (2) away rotations, you will still need to register through the VSLO and Vanderbilt registration procedures. All rotations you are registered for and complete will be reflected on your transcript with your final grades.

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Registering for an AWAY Rotation

- Once you have been accepted for an away rotation, you **MUST go through the approval process** to register for the away rotation

- If you do not follow the process, you do not have liability coverage and you will not receive credit toward graduation!

Application for away rotation (VSLO)	→	Acceptance from your away rotation institution	→	Complete form 7100

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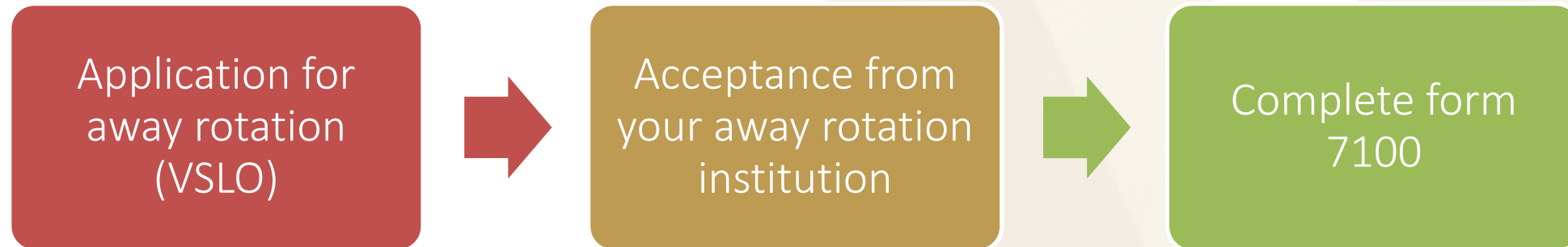
<u>Process</u> for Pursuing AWAY Rotation

- You are not registered until your form is submitted and you see the rotation listed in YES.

- ALWAYS check for schedule conflicts and remember the immersion phase add/drop deadlines.

- In early spring (~Jan-Feb), the Office of Enrollment conducts extensive in-person overview of the process.

Contact: Office of Enrollment Services
medregistrar@vanderbilt.edu

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Attendance Policy

- Attend **all** required sessions as described in the course syllabus (research is considered required)

- **Prior approval is required for all absences** (e.g., interviews, religious holy dates, presentations at scholarly meetings, etc.)
  - Submission of request is not guarantee of approval
  - Submit requests at least 4 weeks in advance of start of course

- If you miss more than 2 days, you must complete a make-up assignment in coordination with the Course Director

- Unplanned absences can be approved for serious medical issues and family emergencies—complete the form as soon as possible

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Attendance Policy

- Link to the form can be found in the MD Student Gateway (https://medschool.vanderbilt.edu/md-gateway/forms/).

- Full policy and form available in every V*Learn Immersion Phase course.

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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

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Degree Audit

Immersion Phase	✔ Satisfied

Description: The Immersion Phase is a highly individualized, 16-month-long experience that allows each student to create a schedule that

On-Campus ACEs	✔ Satisfied

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

Satisfying Courses

Courses used to satisfy this requirement:

Course	Title	Units Earned	Term	Grade	Notes
PED 5830	ACE: Pediatric Emergency Med	0	2020-21 Year		
PED 5910	ACE: Ped Infectious Diseases	0	2020-21 Year		

Immersion Core	✔ Satisfied
Immersion Longitudinal	✔ Satisfied
Step Score Evaluation	✘ Not Satisfied

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Useful Links/Contacts

- Immersion Phase Requirements
  - https://medschool.vanderbilt.edu/md-gateway/academic-resources/
  - Immersion.phase@vanderbilt.edu
  - MSTP Checklists
- Elective Counseling
  - https://medschool.vanderbilt.edu/md-gateway/elective-counseling-overview/
- Careers in Medicine
  - https://medschool.vanderbilt.edu/student-affairs/cim/
- Enrollment
  - https://medschool.vanderbilt.edu/explore-vusm/enrollment-services/
- FHD
  - https://medschool.vanderbilt.edu/curriculum/fhd/
  - FHD@vanderbilt.edu
- Learning Communities
  - LC@Vanderbilt.Edu

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