**Acting Internship (AI)**

**Course Number – Course Name**

**1. Course Administration**

Course Directors:

Name

email

Administrative Support:

If applicable

**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.

Please refer to the online Course Catalog or VSTAR Learn for information on where to go on day 1 of the course.

**3. General Resources**

* RISE: Reporting Issues in Striving for Excellence — <https://rise.app.vanderbilt.edu/>
* Student Care Network — <https://www.vanderbilt.edu/studentcarenetwork/>
* Student Health Center — <https://www.vumc.org/student-health/>

**4. 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 (with mapped MEPOs)

**Common AI Learning Objectives**

|  |  |
| --- | --- |
| **Learning Objective** | [**MEPOs**](https://www.vanderbilt.edu/catalogs/kuali/som-24-25.php#/content/626310c7017a7c12c2bee674) |
| 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. | 1, 2, 3, 4, 6 |
| 1. Demonstrate knowledge and understanding of the science for the AI specialty. | 3, 4, 6 |
| 1. Exhibit clinical judgment that is safe and commensurate with an intern level of training. | 7, 15, 18 |
| 1. Provide patient care in setting more consistent with intern-level responsibility, specifically including the following 2. Managing a larger patient care census more consistent with an intern-level group of patients including patient documentation. 3. Under appropriate supervision, demonstrating safe and effective cross-cover of patients not routinely cared for by the student. Practicing evidence-based patient management that reflects individual patient, medical center, and overall health care system cost considerations. | 3, 7, 10, 13, 14, 15, 19 |
| 1. Communicate effectively with the health-care team, both verbally and in written form using efficient, safety-oriented practices during 2. Care of the student’s primary patients 3. Cross-cover patients 4. Handovers of cared. 5. Discussing and entering patient orders | 10, 12, 15 |
| 1. Model a commitment to continuous self-regulated learning as evidenced by the collection, analysis, interpretation, and implementation of newly acquired information. | 6, 7, 8, 9 |
| 1. Utilize effective communication strategies with patients, families, and healthcare colleagues, including the demonstration of sensitivity and responsiveness to persons of diverse identities | 10, 11, 12, 17, 18 |
| 1. Function as an effective member of the patient care team. | 12, 14, 15, 18, 19 |
| 1. Display professional duty while demonstrating compassion and respect for all persons. | 19 |
| *MEPOs:* [*https://www.vanderbilt.edu/catalogs/kuali/som-24-25.php#/content/626310c7017a7c12c2bee674*](https://www.vanderbilt.edu/catalogs/kuali/som-24-25.php#/content/626310c7017a7c12c2bee674) | |

**5. Educational Activities**

*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.*

**Course-specific AI 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 AI Activities**

1. Create and discuss a **required personalized 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. Students will write daily notes, perform H&Ps, discharge/transfer summaries where appropriate. (EPA 5)
3. Students will discuss and enter patient orders, under the oversight of residents where appropriate. (EPA 4)
4. Students will learn how to triage cross-cover concerns where appropriate.
5. Students will perform handovers under the supervision of a resident where appropriate. (EPA 8)
6. 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.
7. Students will respond to calls (such as through paging) for patient care needs under the supervision of a physician. (EPA 10)
8. Vital Experiences.

**6. Assessments, Expectations, and Policies**

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, 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-based assessment and clinical observations.

*Please note: per the Office of the General Counsel, if faculty do not expressly tell students that technologies like ChatGPT are allowed, then that technology would fall under the “unauthorized assistance” clause as a possible violation of the honor code.*

Further details regarding the following can be found in the AI Student Handbook and on the MD Gateway:

* Assessment Guidelines
* Clinical Assessment
* Milestones
* EPAs
* Student grade grievances

If you require students to submit more than VUSM’s requirement of 1 assessment per week, please note that here.

**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.

|  |  |
| --- | --- |
| **Grade** | **Domain Ratings** |
| Risk of fail (course director discretion) | Any domain below Threshold  OR  3 or more domains at Threshold |
| Pass | 1 or 2 domains at Threshold  All other domains at Target or Reach |
| High Pass | At least 3 domains at Reach  All other domains at Target |
| Honors | At least 4 domains at Reach  All other domains at Target |