Immersion Phase
Class of 2019

Feb 15, 2017
Meeting Goals

• Describe the Immersion Phase overarching goals and course types
• View the graduation requirements
• Discuss LC, Research and FHD requirements
• Discuss the upcoming timeline
# Curriculum 2.0: Immersion Phase

A highly individualized post-clerkship phase that uses clinical context to build upon prior learning

<table>
<thead>
<tr>
<th>Advanced Clinical Experiences</th>
<th>Integrated Science Courses</th>
<th>Acting Internships</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>rigorous clinical rotations</td>
<td>mixed didactic and clinical experiences</td>
<td>supervised intern-level responsibilities</td>
<td>mentored research project</td>
</tr>
</tbody>
</table>

## 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**
Individualization

Advanced Clinical Experiences
- rigorous clinical rotations

Integrated Science Courses
- mixed didactic and clinical experiences

Acting Internships
- supervised intern-level responsibilities

Research
- mentored research project

Learning Communities
- longitudinal development as professionals

Foundations of Health Care Delivery
- longitudinal exploration of systems of care

FREQUENT ASSESSMENT

ITERATIVE PERSONAL LEARNING GOALS
Multiple Disciplines

"Classroom" Based

Learning objectives aimed at building standardized scaffolds, based on the ideal and the idealized

Structured, predictable
Formal, prescribed
Protected time
“How do I build enduring conceptual scaffolds?”

Advanced Electives

Single Discipline

Integrated Science Courses

Workplace Based

Learning objectives are idiosyncratic, personalized, based on the real and pragmatic

Complex, unpredictable
Informal, responsive
Opportunistic
“How do I convert experience into deep learning?”

Advanced Clinical Experiences

Acting Internships
Courses Designed to Meet Phase Goals

- Foundational science knowledge during meaningful clinical engagement
- Clinical skills
- Practice-based learning skills
- Readiness for intern role/residency
- Knowledge and skills regarding scholarship
- Knowledge and skills regarding leadership
- Professional development
Courses Designed to Meet Phase Goals

- Foundational Science Knowledge during meaningful clinical engagement
- Clinical skills
- Practice-based learning skills
- Readiness for intern role/residency
- Knowledge and skills regarding scholarship
- Knowledge and skills regarding leadership
- Professional Development
- Advanced Electives
### C 2.0 Immersion Phase Requirements

<table>
<thead>
<tr>
<th>Minimum C2.0 Requirements (in Months)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Campus</strong></td>
<td></td>
</tr>
<tr>
<td>Integrated Science Courses (ISCs)</td>
<td>4</td>
</tr>
<tr>
<td>Acting Internship (AI)</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Clinical Electives (ACEs)</td>
<td>4</td>
</tr>
<tr>
<td><strong>On-Campus or Away</strong></td>
<td>3</td>
</tr>
<tr>
<td>(away with approval)</td>
<td></td>
</tr>
<tr>
<td>Research Immersion</td>
<td></td>
</tr>
<tr>
<td>Competency and Interest-Driven Rotations#</td>
<td>3</td>
</tr>
<tr>
<td>(can be ISCs, ACEs, AIs or Electives)</td>
<td></td>
</tr>
<tr>
<td>15 required months</td>
<td></td>
</tr>
<tr>
<td><strong>4+2+1 (7 total)</strong></td>
<td></td>
</tr>
<tr>
<td>Flex months (4 + 2 month for Step 1 + 1 month for interviews)</td>
<td></td>
</tr>
</tbody>
</table>

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

**Students can register for up to 19 months**

**At least one must be clinical rotation.**
## C 2.0 Immersion Phase Requirements

<table>
<thead>
<tr>
<th>Impact of Increasing Research Months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 months of research:</strong> Complete 15 course requirements</td>
</tr>
</tbody>
</table>
| **To extend research beyond 3 months:**  
  *Student must be in good academic standing and complete an approval process* |
| **4 months:** Students utilize one flex month |
| **5 months:** Students utilize one flex month and may choose to utilize an additional flex month or waive one competency/interest-driven rotation |
| **6 months:** Students utilize one flex month and may choose to utilize additional flex months or waive competency/interest-driven rotation (max of 2 competency/interest-driven rotations can be waived; must still complete required 10 clinical months) |
Integrated Science Courses

1) Cancer: Clinical and Molecular-based Approaches to Diagnosis and Treatment
2) Cardiovascular Diseases
3) Critical Illness
4) Community Healthcare
5) Diabetes Mellitus
6) Emergency Care: Cell to System Science
7) Global Health: Delivering Primary Care in Resource-Limited Settings
8) Getting Hooked: Immersion in Addiction
9) Healthy Aging and Quality Dying
10) Immunity and Infections in the Immune-compromised Host
11) Infectious Diseases
12) Injury, Repair, and Rehabilitation
13) Medical Imaging and Anatomy
14) The Skinny on Obesity
15) Sexual Medicine and Reproductive Health
Working-Learning Health System Pilot Experience

- Longitudinal immersive experience in which interprofessional team of students from multiple professions, residents and faculty provide comprehensive clinical care and care navigation to panel of patients/families
- **Three** experiences done in parallel **over 3 months** (must do all three):
  - ISC in health systems science (includes QI project and leadership skills seminars)
  - ACE in population health
  - ACE in panel-based care (student selects clinic at: Mercury Courts, Familiar Faces, Pediatric Pulmonology, or General Pediatrics)
- Students are eligible for QI Advanced Track credit
- Meets primary care requirement (except Pediatric Pulmonology Clinic)
- Information session to be scheduled for March – watch your email!

For more information now, contact tyler.reimschisel@vanderbilt.edu
Learning Communities
Learning Communities

• Meeting throughout the Immersion Phase
• 8 LC units over 22-month phase

• Continued focus on
  – Development as professionals

• Increased focus on
  – Development as leaders
Learning Communities

1) Applied Ethics
2) Lifelong Learning
3) Situational Leadership and Diagnosing
4) Problem Solving
5) Priority Setting
6) Change Management
7) Dealing with Ambiguity
8) Leading and Managing Up
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 & Jan: Units 1 & 2
  – Oct & Feb: Units 3 & 4
  – Nov & March: Units 5 & 6
  – Dec & April: Units 7 & 8
• 3rd Monday: face-to-face meeting
• Pass/Fail
LC Questions

• Please email

Bill.Cutrer@Vanderbilt.Edu

AND

Pam.Lynn@Vanderbilt.Edu
Inquiry Program
Inquiry Program:
Courses During the Immersion Phase

Inquiry Program Overview

C.A.S.E.

Discovery

Year Outs

Immersion

Elective

PLAN - Sept.

PLAN - Sept.

Plan - March

Plan - March
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

• Specific competencies:
  – Understand the research process
  – Identify and formulate a structured research question
  – Identify major research study designs
  – Understand basic principles of measurement and data analyses
  – Understand basic principles for the interpretation of research findings
  – Understand basic principles of effective scientific communication
Inquiry Program: Research Immersion

• Implement a Research Project Plan
  – Working with a mentor (and possibly a research team)
  – Working with Area experts (Research Directors)
• Full time, immersive experience
• 3 – 6 blocks
• 2 OMSR meetings per block
• 1(+) Area Meeting per block
• Engage in activities to support your understanding of research and the field you’ve chosen (e.g., Area meetings, co-curriculars)
Inquiry Program: Research Immersion

By the end of the course, students will be able to demonstrate the following specific competencies:

– Analyze research findings and identify future research findings
– Appreciate the principles of responsible research
– Understand the research process and appreciate the close connection between research, clinical practice, and population health
– Understand basic principles of effective communication of research proposals and findings
– Understand basic principles of measurement and data analyses
– Test a structured research question
– Apply elements of research to an individual research project
– Advance, document and report on a research project with mentor supervision
Foundations of Health Care Delivery (FHD) Immersion Phase—Years III & IV
Foundations of Health Care Delivery: Course Goals

FHD will integrate students into clinical teams to care for individual patients while learning about the larger care delivery system. By immersing students in a longitudinal experience, the course will:

• Prepare professionals with systems level skills necessary to provide care that is safe, effective, patient-centered, timely, efficient, and equitable
• Integrate health systems science with clinical care
• Cultivate respectful professionals
Foundations of Health Care Delivery

Year 1: Foundations of Medical Knowledge
- The Health Care Team
- The Patient Within Care
- Medication Reconciliation
- Patient Education & Health Coaching
- Introduction to Patient Safety

Year 2: Foundations of Clinical Care
- Social Determinants of Health
- Advocacy
- Transitions of Care
- High Value Care
- Settings of Care

Years 3 & 4: Immersions
- Quality Improvement
- Patient Safety
- Advanced Communication
- Interprofessional Education*
- Advanced Population Health

*VPIL students fulfilled requirement during years 1 & 2
Immersion Course Topics

1. Advanced Communication:
   – Overcoming barriers & personalizing communication (AC1) and skills for disclosure & professionalism (AC2)

2. Interprofessional Education:
   – The professions (IPE1) and team-based care (IPE2)

3. Quality Improvement (QI1-3)

4. Patient Safety (PS)

5. Advanced Population Health
   – Economics, Policy, and Public Health & Prevention
FHD Immersion Course Information

• 6 units as a class during three one-week intersessions
1. AC1 and PHP
   (Intro to Immersion Phase week)

2. AC2 and IPE1
   (3rd year spring intersession)

3. HCE & HCP
   (4th year winter intersession)
FHD Immersion Course Information

• 6 units as a class during three one-week intersessions

• 5 units longitudinally, mostly during 3\textsuperscript{rd} year
  – Paired with a primary rotation
  – Tuesdays from 1-5 pm
  – 20 hours effort per unit
  – Primarily self-directed, asynchronous learning
  – One or two face-to-face meetings (varies by course)
1. AC1 and PHP (Intro to Immersion Phase week)

2. AC2 and IPE1 (3rd year spring intersession)

3. HCE & HCP (4th year winter intersession)

4. QI 1-3/PS longitudinally during 3rd year. IPE2 fulfilled either via one month longitudinal or other approved experience*

*Such as Nicaragua, Shade Tree, VPIL, or other approved interprofessional experience
FHD Immersion Course Information

- 6 units as a class during 3 one-week intersessions
- 5 units longitudinally, mostly during 3rd year
  - Paired with a primary rotation
  - Tuesdays from 1-5 pm
  - 20 hours effort per unit
  - Primarily self-directed, asynchronous learning
  - One or two face-to-face meetings (varies by course)

- Pass/Fail
- Can fulfill IPE2 via one month longitudinal OR other approved experience
  - Nicaragua, Shade Tree, VPIL, etc
- Multiple pathways to fulfill QI requirements
  - QI 1-3 via three 1 month longitudinal
  - QI Advanced Track (self-paced project)
FHD Immersion Course Information

https://medschool.vanderbilt.edu/fhd/fhd-immersion-phase-courses

• Lots of additional information:
  – Criteria for QI-Advanced Track projects
  – Immersion course prerequisites and pairing suggestions
  – Dual degree equivalencies for MBA/MPH students
  – Links to all syllabi
  – Wiki of QI projects
  – Course policy details (add/drop, group work, etc.)
FHD Questions?

- [email]fhd@vanderbilt.edu[/email] or [email]cecelia.theobald@vanderbilt.edu[/email]

Course Directors:

Jesse M. Ehrenfeld, M.D., M.P.H.
Departments of Anesthesiology,
Surgery, Biomedical Informatics,
& Health Policy

Jennifer K. Green, M.D., M.P.H.
Departments of Internal Medicine &
Pediatrics

Heather A. Ridinger, M.D.
Department of Internal
Medicine

Cecelia Theobald, M.D., M.P.H.
Department of Internal Medicine
Administrative Staff

Program Manager
Heather Laney

Program Coordinator
Ernest Guerra

Program Coordinator
Eric Huffman

Light Hall 333
https://medschool.vanderbilt.edu/fhd/

fhd@vanderbilt.edu
Careers in Medicine

https://medschool.vanderbilt.edu/cim/pathway-match

Pathway to Match

*Your guide to succeeding in the residency application process*

- CALENDAR
- CHECKLIST
- GETTING STARTED
- WORKSHOP SERIES
- EARLY MATCH
- APPLICATION PROCESSING
- ERAS
- NRMP
- USMLE
- LETTERS OF RECOMMENDATION
- MSPE
- CV
- PERSONAL STATEMENT
- INTERVIEWING
- ASSESSING PROGRAMS
VMS2 Registration Timeline

Feb
- 2/15
  Rising VMS3 IP Requirements Meeting

March
- 3/9
  Careers in Medicine ISC Fair
  March 9 at 5 pm
  LH 202

  How-to Register Meeting
  March 30 at 5 pm
  LH 202

April
- 4/3
- 4/10
- 4/17
- 4/27
  Registration opens for rising VMS3
  April 17 at 6 pm
  Registration opens for rising VMS4 MSTPs
  April 3 at 6 pm
  Registration opens for ALL
  April 27 at midnight
  Registration reopens for ALL
  April 27 at midnight

May

June

July
- Immersion Phase 2017-18 begins

Meeting
March 30 at 5 pm
LH 202
Careers in Medicine
ISC Fair
March 9 at 5 pm
LH 202

Rising VMS4 MSTPs
Registration opens
April 3 at 6 pm
Questions?

Please direct questions related to the overall phase to:

Immersion.Phase@Vanderbilt.Edu

Research:

vms.research@vanderbilt.edu

FHD:

fhd@vanderbilt.edu

LC:

Pam.Lynn@vanderbilt.edu