Immersion Phase
Class of 2018

Feb 4, 2016
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

- 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**
Courses Designed to Meet Phase Goals

- **ISC**: Foundational science knowledge during meaningful clinical engagement
- **AI**: Readiness for intern role/residency
- **Res**: Knowledge and skills regarding scholarship
- **LC**: Knowledge and skills regarding leadership
- **ACE**: Clinical skills
- **FHD**: Practice-based learning skills
- **Advanced Electives**: 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
- Advanced Electives
- Professional Development
# C 2.0 Immersion Phase Requirements

<table>
<thead>
<tr>
<th>Minimum C2.0 Requirements (in Months)</th>
<th></th>
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<tbody>
<tr>
<td><strong>On-Campus</strong></td>
<td></td>
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<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>Research Immersion</td>
<td></td>
</tr>
<tr>
<td><strong>Competency and Interest-Driven Rotations</strong></td>
<td>3</td>
</tr>
<tr>
<td>(can be ISCs, ACEs, AIs or Electives)</td>
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<tr>
<td><strong>15 required months</strong></td>
<td>Must include:</td>
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<tr>
<td>1 Primary Care course (either ACE or ISC)</td>
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<tr>
<td>1 Acute Care course (EM or ICU-based course)</td>
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<tr>
<td><strong>4+2+1 (7 total)</strong></td>
<td>Flex months (4 + 2 month for Step 1 + 1 month for interviews)</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

### Ongoing Longitudinal Courses

<table>
<thead>
<tr>
<th>Foundations of Health Care Delivery — 11 units</th>
<th>Learning Communities — 8 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1</td>
<td>QiP1</td>
</tr>
<tr>
<td>AC2</td>
<td>QiP2</td>
</tr>
<tr>
<td></td>
<td>QiP3</td>
</tr>
<tr>
<td></td>
<td>QiP4</td>
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</tbody>
</table>
## C 2.0 Immersion Phase Requirements

<table>
<thead>
<tr>
<th>Impact of Increasing Research Months</th>
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<tbody>
<tr>
<td><strong>3 months of research:</strong> Complete 15 course requirements</td>
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<tr>
<td><strong>To extend research beyond 3 months:</strong></td>
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<tr>
<td><em>Student must be in good academic standing and complete an approval process</em></td>
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<tr>
<td><strong>4 months:</strong> Students utilize one flex month</td>
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<tr>
<td><strong>5 months:</strong> Students utilize one flex month and may choose to utilize an additional flex month or waive one competency/interest-driven rotation</td>
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<tr>
<td><strong>6 months:</strong> 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)</td>
</tr>
</tbody>
</table>
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) Global Health: Delivering Primary Care in Resource-Limited Settings (Lwala and Latin America)
7) Getting Hooked: Immersion in Addiction
8) Immunity and Infections in the Immune-compromised Host
9) Infectious Diseases
10) Injury, Repair, and Rehabilitation
11) Medical Imaging and Anatomy
12) The Skinny on Obesity
13) Sexual Medicine and Reproductive Health
Learning Communities
Learning Communities

• Meeting throughout the Immersion Phase
• 8 LC units over 19-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 & Feb: Units 1 & 2
  – Oct & March: Units 3 & 4
  – Nov & April: Units 5 & 6
  – Dec & May: 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

• PLAN
• Research Immersion
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*

- 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

• 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:

- Create self-directed learners
- Cultivate respectful professionals
- Integrate health systems knowledge with clinical care
- Prepare professionals with systems level skills necessary to provide care that is safe, effective, patient-centered, timely, efficient, and equitable
Foundations of Health Care Delivery (FHD)

Continuity Clinical Experience (CCX)
https://medschool.vanderbilt.edu/ccx/

- Team-Based Care
- Patient-Centered Care
- Medication Reconciliation
- Patient Education & Health Coaching
- Introduction to Patient Safety

Vanderbilt Program in Interprofessional Learning (VPIL)
https://medschool.vanderbilt.edu/vpil/

- Team-Based Care
- Patient-Centered Care
- Medication Reconciliation
- Patient Education & Health Coaching
- Introduction to Patient Safety
- Interprofessional Education

Year 1
Foundations of Medical Knowledge

- Settings of Care
- Transitions of Care
- High Value Care
- Social Determinants of Health
- Advocacy

Year 2
Foundations of Clinical Care

- Settings of Care
- Transitions of Care
- High Value Care
- Social Determinants of Health
- Advocacy
- VPIL Capstone (QI) Project

Years 3 & 4
Immersion Phase

- Advanced Communication
- Interprofessional Education*
- Quality Improvement and Patient Safety
- Advanced Population Health
- FHD Capstone Project

*VPIL students fulfilled requirement during years 1 & 2
FHD Immersion Courses: Curriculum 2.0

11 units over 4 blocks

Advanced Communication
- Health literacy
- Cultural competence
- Giving bad news
- Disclosing errors
- End of life discussions
- Technology in communication
- Professional accountability
2 units

Interprofessional Education
- Professional culture
- Scopes of practice
- Effective team building
- Interprofessional care plans
- Team communication
- Conflict resolution
2 units

Quality Improvement & Patient Safety
- IHI model for improvement
- Clinical microsystem analysis
- Building a QI team
- Student-led PDSA cycles
- End of life discussions
- Sustaining clinical change
4 units

Advanced Population Health
- Health Care Economics
- Policy & Advocacy
- Public Health & Prevention
3 units
1. AC1 and IPE1 (Intro to Immersion Phase week)

2. AC2 and APH3 (3rd year spring intersession)

3. APH1 and APH2 (4th year winter intersession)
AC1 and IPE1 (Intro to Immersion Phase week)

AC2 and APH3 (3rd year spring intersession)

APH1 and APH2 (4th year winter intersession)

QI/PS1-4 longitudinally during 3rd year IPE2 fulfilled either via one month longitudinal or other approved experience*

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

• 6 units as a class during 3 one-week intersessions
• 5 units longitudinally, mostly during 3\textsuperscript{rd} year
  – Tuesdays from 1-5 pm
  – 20 hours effort per unit
  – Primarily self-directed, asynchronous learning
  – 4\textsuperscript{th} Tuesday: face-to-face meeting
• Pass/Fail
• Can fulfill IPE2 via one month longitudinal OR other approved experience
  – Nicaragua, Shade Tree, VPIL, etc
• Can fulfill QI/PS 1-3 via 3 one month longitudinals OR QI Advanced Track (self-paced project)
FHD Questions?

- fhd@vanderbilt.edu

- Course Directors:
  
  Jesse Ehrenfeld, M.D., M.P.H.
  Jennifer Green, M.D., M.P.H.
  Heather Ridinger, M.D.
  Cecelia Theobald, M.D., M.P.H.
VMS2 Registration Timeline

- **Feb 2/4**: IP Requirements Meeting Rising VSM3
- **Mar 3/7**: Tentative Date
- **Mar 3/30**: Careers in Medicine ISC Fair @ 5:00PM
- **Apr 4/4**: How to Register Meeting @ 5:00PM
- **Apr 11**: Registration reopens for ALL 4/28 @ 12:00 am
- **Apr 18**: Register Rising VSM3 Opens at 6:00 pm (until 4/24@ 11:59pm)
- **Apr 28**: Register Rising VSM4 Opens at 6:00 pm (until 4/17@ 11:59pm)
- **Apr 30**: Register MD/PhD Opens at 6:00 pm (until 4/10@ 11:59pm)

**Immersion Phase 2016-17 Begins**
Careers in Medicine

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