Curriculum 2.0: Immersion Phase

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Program Manager
Brenna Hansen

Program Coordinators
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LaToya Ford

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Outline

• Phase Goals and Requirements
• Step 2 Considerations
• ACE Overview
• Entrustable Professional Activities (EPAs)
• Assessment & Grading
• Logistics
Registration Timeline

**February**
- Rising VMS3 MSTP IP Requirements Meeting

**March**
- Careers in Medicine ISC Fair
  - March 22 at 5 pm
  - LH 202
- How-to Register Meeting
  - March 29 at 5 pm
  - LH 202

**April**
- Registration opens for rising VMS4
  - April 2 at 6 pm
- Registration opens for rising VMS3
  - April 16 at 6 pm
- Registration reopens for ALL
  - April 26 at midnight

**May**
- Registration opens for rising VMS4 MSTPs
  - April 2 at 6 pm

**August**
- Immersion Phase Orientation and Intersession Week for VMS3

**September**
- Immersion Phase 2018-19 begins

**Dates**
- 2/22
- 3/22
- 3/29
- 4/2
- 4/9
- 4/16
- 4/26
- 8/27-31
Immersion Phase Goals & Graduation Requirements
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 inter-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

Foundational science knowledge during meaningful clinical engagement

Clinical skills

Practice-based learning skills

Advanced Electives

Professional development

Readiness for intern role/residency

Knowledge and skills regarding scholarship

Knowledge and skills regarding leadership
## Pre-C 2.0 MD-PhD Immersion Phase Requirements

[https://medschool.vanderbilt.edu/ume/md-phd-prec2o](https://medschool.vanderbilt.edu/ume/md-phd-prec2o)

<table>
<thead>
<tr>
<th>Minimum Immersion Phase Requirements (in Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Campus</strong></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>On-Campus or Away</strong></td>
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<tr>
<td>(away with approval)</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

*ACEs that were previously Sub-Internships will count for this credit  
**two must be clinical rotations  
#Any requests for research months (elective) must be approved by Dr. Estrada.*
**ACEs that will meet the Immersion Phase Sub-I requirement**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 5613</td>
<td>ACE: Critical Care, VU</td>
</tr>
<tr>
<td>PED 5830</td>
<td>ACE: Pediatric Emergency Med</td>
</tr>
<tr>
<td>PED 5990</td>
<td>ACE: Pediatric Critical Care</td>
</tr>
<tr>
<td>SURG 5614</td>
<td>ACE: Surg Critical Care</td>
</tr>
<tr>
<td>SURG 5621</td>
<td>ACE: SurgCritCareVAH</td>
</tr>
<tr>
<td>MED 5780</td>
<td>ACE: Medical Oncology</td>
</tr>
<tr>
<td>MED 5785</td>
<td>ACE: Hematology-Oncology</td>
</tr>
<tr>
<td>NEUR 5620</td>
<td>ACE: Stroke</td>
</tr>
<tr>
<td>OBGN 5655</td>
<td>ACE: Gynecologic Oncology</td>
</tr>
<tr>
<td>OBGN 5660</td>
<td>ACE: Female Pelvic Medicine and Reconstructive Surgery</td>
</tr>
<tr>
<td>PED 5635</td>
<td>ACE: Ped Hematology/Onc</td>
</tr>
<tr>
<td>PSYCH 5620</td>
<td>ACE: Neuropsychiatry</td>
</tr>
<tr>
<td>PSYCH 5625</td>
<td>ACE: Child and Adolescent Psychiatry Consult-Liaison</td>
</tr>
<tr>
<td>PSYCH 5645</td>
<td>ACE: Adult Psychiatry Consult-Liaison</td>
</tr>
<tr>
<td>SURG 5613</td>
<td>ACE: Surgery, VAH</td>
</tr>
<tr>
<td>SURG 5615</td>
<td>ACE: Vascular Surgery</td>
</tr>
<tr>
<td>SURG 5617</td>
<td>ACE: Colon and Rectal Surgery</td>
</tr>
<tr>
<td>SURG 5618</td>
<td>ACE: Hepatobiliary</td>
</tr>
<tr>
<td>SURG 5620</td>
<td>ACE: Neuro Surgery</td>
</tr>
<tr>
<td>SURG 5623</td>
<td>ACE: General Surgery, STH</td>
</tr>
<tr>
<td>SURG 5630</td>
<td>ACE: Cardiac Surgery</td>
</tr>
<tr>
<td>SURG 5632</td>
<td>ACE: Thoracic Surgery</td>
</tr>
<tr>
<td>SURG 5640</td>
<td>ACE: Urology</td>
</tr>
<tr>
<td>SURG 5660</td>
<td>ACE: Pediatric Surgery</td>
</tr>
<tr>
<td>SURG 5670</td>
<td>ACE: Surgical Oncology</td>
</tr>
<tr>
<td>SURG 5680</td>
<td>ACE: Plastic Surgery</td>
</tr>
</tbody>
</table>
# Pre C 2.0 MD-PhD Longitudinal Immersion Phase Requirements

<table>
<thead>
<tr>
<th>On Campus</th>
<th>Unit</th>
<th>Mode of Delivery</th>
<th>Mode of Registration</th>
<th>Required Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Learning Communities Unit 1 (LC1)</td>
<td>Sept or Jan of Immersion Phase</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Monday 3rd week (1-3p)</td>
</tr>
<tr>
<td>No</td>
<td>FHD-Advanced Communications 1 (AC1)</td>
<td>VSTAR Learn Course + CELA* (Self-paced)</td>
<td>Coordinated through Dr. Estrada</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>FHD-Advanced Communications 2 (AC2)</td>
<td>VSTAR Learn Course + CELA* (Self-paced)</td>
<td>Coordinated through Dr. Estrada</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>FHD-Interprofessional Education 1 (IPE1)</td>
<td>VSTAR Learn Course (Self-paced)</td>
<td>Coordinated through Dr. Estrada</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>FHD-Interprofessional Education 2 (IPE2)</td>
<td>Pair with ACE in Immersion Phase</td>
<td>Self-Enroll (yes.vanderbilt.edu)</td>
<td>Tuesday 4th Week (1-5p)</td>
</tr>
<tr>
<td>No</td>
<td>FHD-Institute for Healthcare Improvement (IHI) Modules</td>
<td>VSTAR Learn Course (Self-paced)</td>
<td>Coordinated through Dr. Estrada</td>
<td></td>
</tr>
</tbody>
</table>

*CELA events for AC1 & AC2 will be in Feb Intersession of M4 year or special planned event in March.*
Institute of Healthcare Improvement (IHI): Required for GME

• Required IHI courses are
  – QI 101 – 105
  – PS 102, PS 104
    • 7 total courses

• Total time estimated to complete = 9.25 hours

• V*LEARN Course
  – Upload completion certificates
  – Due before graduation (Encouraged to complete as early as possible)
Step 2 Considerations

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

• Sooner is better: after FCC phase recommend taking Step 2 CK (July-Sept/Oct).
  – About 1/3 of programs are asking for Step II CK in order to give out interviews.
  – We haven’t seen lack of Step II CK hold back MSTP students from getting their interviews.
  – But, will need it well before rank lists in February. Don’t postpone.

• There are many programs that want Step II CS before they will rank (after interviews)
  – Consider taking it before Nov 4th of 4th year.
  – Check the USMLE website for guidance on reporting times.
  – Some programs will absolutely not rank students who haven’t passed Step II CS.
  – CS also is harder to schedule and you have to travel to one of five cities, so plan in advance.
  – Information about CS exam is on Vandy CiM workshop site. Dr. Yakes talk is on mediasite and a must see, practice CELA sessions available for CS.

• For more one-on-one advice: contact Dean Fleming and attend the CiM Fair (March 22)
ACE Overview
ACE Overview

Overarching Goals for ACEs

1) Solidify Clinical Skills
2) Enhance Practice-Based Learning Skills

Focus on Developing Skills

1) Creating and discussing your learning plan
2) Practice-Based Learning and Improvement
1) Student Learning Plan

Teacher Directed

Learner Directed

https://aaronwolowiec.files.wordpress.com/2012/08/picture1.jpg
1) Student Learning Plan

How To...

1. In VSTAR-Learn, go to the ACE you are about to start
2. Click on ACE Student Learning Plan
3. Fill out the form (next slide)
4. Print the form and take to your ACE Day 1
5. Have a discussion with clinical preceptor (attending, resident)
ACE STUDENT LEARNING 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.

Advanced Clinical Experiences (ACEs) are rigorous clinical experiences that are designed to:
1. Solidify clinical skills
2. Enhance practice-based learning skills

Please create 2-5 learning goals for this rotation.

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 achieve 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?
1) Student Learning Plan

Tips for the conversation with the clinical faculty

1. Have the conversation with whoever will be your primary clinical faculty during week 1 (attending, resident)

2. 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”

3. Be confident but not brash. Be open to feedback and redirection if there are other/different goals they want you to focus on
1) Student Learning Plan

Advantages to the Student Learning Plan Process

• Think through your own learning
• Develop shared expectations with faculty
• Gain insight into how to achieve your goals
• Gain insight into how to be successful in that environment
• Develop the habit *(VERY LITTLE DIRECTION IN GME)*
2) Practice-Based Learning Exercise
Average time lag of 17 years to translate discovery into clinical practice
Learning in the Workplace

• Being able to ask and answer questions that come up in the routine daily care of patients is an essential skill for medical students, residents, and practicing physicians alike.

• This “practice-based learning” is ideally triggered by your patients and hopefully followed up with enough time to truly learn from the experience.
2) Practice-Based Learning Exercise

EPA 7: Form a clinical question and retrieve evidence to advance patient care

ASK → ACQUIRE → APPRAISE → ADVISE
What is an EPA?

• Tasks or responsibilities that trainees (i.e. YOU) are entrusted to perform unsupervised once you have attained sufficient competence

• The activities are independently
  – Executable
  – Observable
  – Measurable

• It is our goal for faculty and residents to directly observe your abilities in these areas

Core Entrustable Professional Activities for Entering Residency
What is an EPA?

• You will continue to be supervised during your medical school activities, but...

• **THE GOAL** is for you to be able to do all of these activities **unsupervised on Day 1 of Residency**
EPA 1
HISTORY AND EXAMINATION
Gather a history and perform a physical examination

EPA 2
DIFFERENTIAL DIAGNOSIS
Prioritize a differential diagnosis following a clinical encounter

EPA 3
COMMON TESTS
Recommend and interpret common diagnostic and screening tests

EPA 4
ENTER ORDERS
Enter and discuss orders and prescriptions

EPA 5
DOCUMENT ENCOUNTER
Document a clinical encounter in the patient record

EPA 6
ORAL PRESENTATION
Provide an oral presentation of a clinical encounter

EPA 7
CLINICAL QUESTIONS
Form clinical questions and retrieve evidence to advance patient care

EPA 8
PATIENT HANDOVER
Give or receive a patient handover to transition care responsibility

graphics courtesy of our colleagues at OHSU
EPA 9
Interprofessional Team
Collaborate as a member of an interprofessional team.

EPA 10
Emergency Care
Recognize a patient requiring urgent or emergent care and initiate evaluation and management.

EPA 11
Obtain Consent
Obtain informed consent for tests and/or procedures.

EPA 12
Perform Procedures
Perform general procedures of a physician.

EPA 13
Safety and Improvement
Identify system failures and contribute to a culture of safety and improvement.

Graphics courtesy of our colleagues at OHSU
STEP 1: ASK a Clinical Question

• As you go through the ACE, pay attention to the different questions that come up related to your patient care.

• Identify a real knowledge gap in caring for an actual patient

• Pick a gap and generate a well-formed PICO question to address the knowledge gap
  • Patient-Intervention-Comparison-Outcome
STEP 2: Acquire Evidence

• Find evidence to find the answer(s) to the question

• Select an appropriate resource to answer the question (Summary/Guideline vs. Pre-synthesized resource vs. Primary literature)
STEP 3: APPRAISE Evidence

• Identify both **strength(s)** and **weakness(es)** of the selected study

• Cite evidence applicable to the patient
STEP 4: ADVISE

• Verbalize clear recommendation(s) to the provider(s) for practice based on study findings
  • Attending, resident, team
  • During rounds or one-on-one discussions
## STEP 5: Request Assessment via Compass

Embedded in the standard VSTAR-Portfolio activity for each ACE

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

1. In supervising this student in ASKING and ANSWERING this clinical question, how much did you participate in the task?
   - [ ] I did it
   - [ ] I talked them through it
   - [ ] I directed them from time to time
   - [ ] I was available just in case

2. 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...
   - [ ] 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. What does this student need to work on to become more independent or to allow you to act upon their findings?
First Day of Course

Students should page Dr. Oluwole, the course director, at 615-835-5031 to confirm a meeting place for 8:15 am on the first day of the course.

Additional information can be found in the IP Catalog (Google Version).

Form a clinical question and retrieve evidence to advance patient care

Student participation is expected to include the following characteristics.

ASK
- Identification a real knowledge gap in caring for an actual patient
- Generation of a well-formed PICO question (Patient-Intervention-Comparison-Outcome) to address the knowledge gap

ACQUIRE
- Use of evidence to find the answer(s) to the question
- Selection of an appropriate resource to answer the question (Summary/Guideline vs. Pre-synthesized resource vs. Primary literature)

APPRAISE
- Identification of both strength(s) and weakness(es) of the selected study
- Citation of evidence applicable to the patient

ADVISE
- Verbalization of clear recommendation(s) to the provider(s) for practice based on study findings
Assessment and Grading
Goals of Immersion Assessments

- Assess desired outcomes of VUSM curriculum required for graduation
- Appraise readiness for residency
- Provide feedback to direct future learning
- Provide distinction among students
- Generate data to inform curricular improvement
Grading in the Immersion Phase

Graded as H/HP/P/F

- Integrated Science Courses (ISC)
- Advanced Clinical Experiences (ACE)
- Acting Internships (AI)
- Special Study—Away
- Research Immersion
- Foundations of Healthcare Delivery Quality Improvement (FHD QI) — 1-3 and Advanced Track

Graded as P/F

- Advanced Electives (AE)
- Special Studies (Clinical here, Research — here or away)
- Learning Communities (LC)
- Foundations of Healthcare Delivery (FHD) — all except QI above
<table>
<thead>
<tr>
<th><strong>ASSESSMENT in the IMMERISON PHASE</strong></th>
<th><strong>ACEs</strong></th>
<th><strong>ISCs</strong></th>
<th><strong>AIs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS of Assessment</strong></td>
<td>Clinical Skills Practice-Based Learning</td>
<td>Medical Knowledge Integration</td>
<td>Ensure Readiness for Internship</td>
</tr>
</tbody>
</table>
| **Predominant Method of Assessment** | • Milestones  
• Entrustable Professional Activity 7 (EPA 7) | • Knowledge Assessments  
- Multiple Choice Exams  
- Essay exams  
- Quizzes  
• Milestones | • Milestones  
• Entrustable Professional Activities (EPA) |
**EPA 7:** Form a clinical question and retrieve evidence to advance patient care

**EPA 4:** Enter and discuss orders and prescriptions
**EPA 5:** Document a clinical encounter in the patient record
**EPA 8:** Give or receive a patient handover to transition care responsibility
**EPA 10:** Recognize a patient requiring urgent or emergent care and initiate evaluation and management
## Medical Knowledge

### Medical Knowledge 2: Deep Knowledge

Demonstrate deep knowledge of the sciences essential for one’s chosen field of practice.

**MK2b: Depth**

- **Undesirable**
  Mastery of prior learning is insufficient to support currently expected activities.

- **Entry**
  Limited knowledge base. Understanding is descriptive, i.e. focuses on how things appear, without questioning.

- **Consistently displaying lower level, sometimes attaining higher level.**

- **Aspirational**
  Creates unique insights and solutions to existing problems.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Undesirable</td>
<td>Mastery of prior learning is insufficient to support currently expected activities.</td>
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<tr>
<td>Entry</td>
<td>Limited knowledge base. Understanding is descriptive, i.e. focuses on how things appear, without questioning.</td>
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<tr>
<td>Consistently displaying lower level, sometimes attaining higher level.</td>
<td></td>
</tr>
<tr>
<td>Aspirational</td>
<td>Creates unique insights and solutions to existing problems.</td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
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**VUSM Milestones**


Core EPAs during Immersion Phase

Faculty will be asked to assess you using the following scales

In supervising this student, how much did you participate in the task?

☐ **I did it** - Required complete guidance, student was unprepared, I had to do the work for them.

☐ **I talked them through it** - Allowed to practice co-actively, with supervisor engaged in task.

☐ **I directed them from time to time** - Student demonstrated some independence; only required intermittent prompting.

☐ **I was available just in case** - Student functioned fairly independently, only needed assistance with nuances or complex situations.

If you were in a similar situation again with this student, which are you most likely to tell them...

☐ Watch me do this.

☐ Let's do this together.

☐ I'll watch you.

☐ You go ahead, and I'll double check all of your findings.

☐ You go ahead, and I'll double check key findings.

What does this student need to work on to become more independent?
Frontline Clinical Faculty/Residents

Student
• **Who reports?** *Anyone that directly observes you!*
  - Faculty
  - Residents
  - Interns
  - Staff

• **Who solicits? How?**
  - Course Directors – VStarPortfolio
  - Immersion Phase Coordinator – VStarPortfolio
  - **Learner (You!)** – Compass

More data helps Course Directors understand assessor variability, learner’s performance over time and provide more accurate summative assessment.
Compass

• You will use Compass to request data in all ACEs, AIs and ISCs

• Visit www.vstarcompass.com using a browser on your phone, laptop, or tablet. Bookmark this site if you have not already.
• Request **milestone** feedback from clinicians (residents or attendings) with whom you have worked.

• Request at least 2x per week.

• Helpful to inform faculty before you send request.
Compass: AI Example

<table>
<thead>
<tr>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AI: Medicine, VU: Imm 2017-18 Sec 09</td>
</tr>
<tr>
<td>2. EPA 4 - Orders / Prescriptions (Sect 09, 2017-18) AI: Medicine, VU</td>
</tr>
<tr>
<td>3. EPA 5 - Clinical Encounter (Sect 09, 2017-18) AI: Medicine, VU</td>
</tr>
<tr>
<td>4. EPA 8 - Handover (Sect 09, 2017-18) AI: Medicine, VU</td>
</tr>
<tr>
<td>5. EPA 10 - Urgent Care (Sect 09, 2017-18) AI: Medicine, VU</td>
</tr>
</tbody>
</table>

Milestones for the AI or ACE are named simply by the course name.

Students in their AI will have additional EPA activities.
Questions about COMPASS
Assessment in the Immersion Phase

Data Collected to Inform Grades

- Milestones on all 6 Domains
- PBL Exercise (EPA7)
- Clinical observations (milestone-based + comments)
- Other course specific assessment modalities (e.g., quizzes, exams, CBL, TBL)
- EPAs

How does the performance data lead to a final grade?
Course Director determines level of performance for each Competency Domain.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Knowledge</td>
<td>REACH</td>
</tr>
<tr>
<td>Understands established and evolving biological, clinical, epidemiological and social-behavioral sciences and must be able to apply this knowledge to patient care.</td>
<td></td>
</tr>
<tr>
<td>Patient Care</td>
<td>REACH</td>
</tr>
<tr>
<td>Provides care that is compassionate, safe, efficient, cost sensitive, appropriate, and effective for the treatment of illness and the promotion of health.</td>
<td></td>
</tr>
<tr>
<td>Interpersonal &amp; Communication Skills</td>
<td>REACH</td>
</tr>
<tr>
<td>Able to communicates in ways that result in safe, effective and respectful information exchange and create beneficial partnerships with patients, their families, and other health professionals.</td>
<td></td>
</tr>
<tr>
<td>Systems-Based Practice</td>
<td>REACH</td>
</tr>
<tr>
<td>Understand and respond to the larger context and system of healthcare and effectively call on system resources to provide care that is of optimal value.</td>
<td></td>
</tr>
<tr>
<td>Practice-Based Learning &amp; Improvement</td>
<td>TARGET</td>
</tr>
<tr>
<td>Professionalism</td>
<td>REACH</td>
</tr>
<tr>
<td>Possesses the knowledge, skills and attitudes necessary to carry out professional responsibilities, adhere to ethical standards and establish and maintain productive, respectful relationships with patients and colleagues.</td>
<td></td>
</tr>
</tbody>
</table>

**Formative Comments:** (Not to be quoted in Dean's Letter; please provide specific recommendations for improvement)

**Summative Comments:** (Summative comments of student's performance may be used in Dean's Letter)

Course Director determines level of performance for each Competency Domain
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<td>Interpersonal &amp; Communication Skills</td>
<td>REACH</td>
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<tr>
<td>Systems-Based Practice</td>
<td>REACH</td>
</tr>
<tr>
<td>Practice-Based Learning &amp; Improvement</td>
<td>TARGET</td>
</tr>
<tr>
<td>Professionalism</td>
<td>REACH</td>
</tr>
</tbody>
</table>

**Course Director determines level of performance for each Competency Domain**

<table>
<thead>
<tr>
<th>Summative Competency Ratings (6 domains assessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk of Fail (course director discretion)</td>
</tr>
<tr>
<td>Any Sub-Threshold OR &gt;2 Thresholds</td>
</tr>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>No more than 2 Thresholds</td>
</tr>
<tr>
<td>All others at Target or above</td>
</tr>
<tr>
<td>High Pass</td>
</tr>
<tr>
<td>At least 3 Reaches</td>
</tr>
<tr>
<td>All others at Target</td>
</tr>
<tr>
<td>Honors</td>
</tr>
<tr>
<td>Nothing below Target</td>
</tr>
<tr>
<td>5 Reaches</td>
</tr>
</tbody>
</table>

**Final Grade:** H

- **H:** Excellent performance in all competency domains
- **HP:** Excellent performance in several, but not all, competency domains
- **P:** Satisfactory performance in all competency domains
- **P**: Temporary grade given to students whose performance is marginal because of important deficiencies in some aspects of course-work or competency domains; must ultimately be resolved to Pass or Fail
- **F:** Unsatisfactory performance

**Note:** "I" Incomplete is not a grade and is not an alternative for failure, but indicates that some work must be completed before a grade is issued.

**For clinical courses:** Rate suitability for appointment as a resident on your service: **Superior**
Logistics
# Academic Calendar 18-19

[https://medschool.vanderbilt.edu/enrollment/2018-19-academic-calendars](https://medschool.vanderbilt.edu/enrollment/2018-19-academic-calendars)

<table>
<thead>
<tr>
<th>SECTION</th>
<th>DATES</th>
<th>Registration Deadline (42 day: EM, PC, ISC, AI)</th>
<th>Registration Deadline (28 day: Electives)</th>
<th>Registration Deadline (7 day: FHD/LC Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>July 9 - Aug. 3, 2018</td>
<td>TBA</td>
<td>TBA</td>
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</tr>
<tr>
<td>08</td>
<td>Aug. 6-31, 2018</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td></td>
<td><strong>Immersion Orientation (3rd years): Aug. 27-31, 2018</strong></td>
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<tr>
<td>09</td>
<td>Sept. 4-28, 2018</td>
<td>TBA</td>
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<tr>
<td>10</td>
<td>Oct. 1-26, 2018</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>11</td>
<td>Oct. 29 - Nov. 21, 2018</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td></td>
<td><strong>Thanksgiving Break: Nov. 22-25, 2018</strong></td>
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<tr>
<td>12</td>
<td>Nov. 26 - Dec. 21, 2018</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td></td>
<td><strong>Winter Break: Dec. 22, 2018 - Jan. 6, 2019</strong></td>
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<tr>
<td>01</td>
<td>Jan. 7 - Feb. 1, 2019</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td></td>
<td><strong>MLK, Jr. Holiday: Jan. 21, 2019 (no classes or clinical activities)</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Feb. 11 - Mar. 8, 2019</td>
<td>4th Year Student Retreat: March 1, 2019</td>
<td>TBA</td>
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<tr>
<td>03</td>
<td>Mar. 11 - April 5, 2019</td>
<td>Match Day: March 15, 2019</td>
<td>TBA</td>
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<tr>
<td>04</td>
<td>April 8 - May 3, 2019</td>
<td>3rd Year Student Retreat: May 6, 2019</td>
<td>TBA</td>
</tr>
<tr>
<td>05</td>
<td>May 13 - June 7, 2019</td>
<td>Commencement for Class of 2019: May 10, 2019</td>
<td>TBA</td>
</tr>
<tr>
<td>06</td>
<td>June 10- July 5, 2019</td>
<td>Memorial Day: May 27, 2019 (no classes or clinical activities)</td>
<td>TBA</td>
</tr>
<tr>
<td>07</td>
<td>June 18- July 19, 2019</td>
<td>Independence Day: July 4, 2019 (no classes or clinical activities)</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Intersession (3rd and 4th years): Feb. 4-8, 2019
Late Requests to Add or Drop

- Late requests to add or drop are evaluated case-by-case.
  - **Immersion rotations** - Immersion Phase Team (immersion.phase@Vanderbilt.edu)
  - **FHD Immersion** - FHD Team (fhd@Vanderbilt.edu)
- Send email request explaining why deadline was not met.
- If drop or add is approved, complete the form at https://medschool.vanderbilt.edu/enrollment/forms
Pursuing AWAY Rotation

- You are eligible once FCC phase is complete and you have taken and passed Step 1.
- Form and instructions are at [https://medschool.vanderbilt.edu/enrollment/forms](https://medschool.vanderbilt.edu/enrollment/forms)
- You will **not** self-service register. You will work closely with Office of Enrollment Services to:
  - Apply for away rotations
  - Register for away rotations
- You can apply for **most** away rotations through the Visiting Student Application Service (VSAS) which is sponsored by the Association of American Medical Colleges (AAMC).
- **FOLLOW THE VUSM APPROVAL PROCESS!**
- Not covered for liability if not enrolled in the experience at VUSM
Visiting Student Application Service

Logging in for the First Time?

Before you can log into VSAS, your home school or medical institution must grant you access. You will receive a "VSAS: New User Instructions" email containing login instructions once you have been granted access.

Students who have not yet been granted access should contact the office or person who assists with 4th year scheduling regarding VSAS access.

About VSAS

The Visiting Student Application Service (VSAS) is an AAMC application designed to make it easier for medical students to apply for senior electives at U.S. medical schools and teaching hospitals. Please visit our VSAS website for detailed information and resources.

Do I need to use VSAS?

Students will use VSAS only if enrolled at a U.S. LCME-accredited medical school or participating ACGME-accredited ACOM member school and applying for senior away electives at any VSAS host institutions.

If not applying to one of these institutions, please review the Extramural Electives Compendium (EEC) for visiting student application information.

International students may also review information about the Global Health Learning Opportunities (GHLO) service.

VSAS Help

Contact VSAS Help Desk: Contact us by e-mail (vsas@aamc.org) or phone (202-478-9878) Monday - Friday, 9 a.m. - 5 p.m. ET

FAQs: Review our frequently asked questions!

Connect with VSAS on Facebook: http://www.facebook.com/AAMCMedStudent
Process for Pursuing AWAY Rotation

- Application to AWAY institution (usually via VSAS)
- VUMC departmental approval (email)
- 7100 Form to Office of Enrollment Services (on website)
Process for Pursuing AWAY Rotation

• Office of Enrollment Services MUST receive notification from VU departmental approver. [see website for list]
• You are not registered until your form is submitted, departmental approval is received, and you see the rotation listed in YES.
• ALWAYS check for schedule conflicts and remember the immersion rotation drop deadlines.
• In early 2018 we will conduct extensive in-person overview of the process.
Immersion Phase Attendance Policy

• Students are expected to attend all required sessions as described in the course syllabus

• Pre-approval required for
  – Interviews
  – Religious holy dates
  – Presentations of work at an advertised scholarly meeting

• Emergency absences can be approved for serious medical issues and family emergencies

• The full policy and form is available in every V*Learn Immersion Phase course
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
# Audit Tool

## On-Campus ACEs

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units Earned</th>
<th>Term</th>
<th>Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>EM 5950</td>
<td>ACE: Emergency Medicine</td>
<td>0</td>
<td>2015 Year</td>
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<tr>
<td>PED 5612</td>
<td>ACE: Adolescent Medicine</td>
<td>0</td>
<td>2015 Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PED 5730</td>
<td>ACE: Child Abuse Pediatric Med</td>
<td>0</td>
<td>2015 Year</td>
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</tr>
</tbody>
</table>
Useful Links/Contacts

• Immersion Phase Requirements
  – https://medschool.vanderbilt.edu/ume/md-phd-2017
  – Immersion.phase@vanderbilt.edu

• Careers in Medicine
  – https://medschool.vanderbilt.edu/cim/

• Enrollment
  – https://medschool.vanderbilt.edu/enrollment/

• FHD
  – https://medschool.vanderbilt.edu/ume/fhd
  – FHD@vanderbilt.edu

• Learning Communities
  – pam.lynn@Vanderbilt.Edu