Longitudinal Elements of the Immersion Phase: an Update

Foundations of Health Care Delivery
Learning Communities
Immersion Phase Goals

1. To deepen foundational science knowledge during “meaningful clinical engagement”
2. To solidify clinical skills
3. To enhance practice-based learning skills
4. To ensure readiness for intern role/residency
5. To expand knowledge and skills regarding scholarship
6. To further grow knowledge and skills regarding leadership
7. To encourage professional development
Timeline

Immersion Phase
- Informational Meeting

Registration Opens
- Final Research Proposal

Planning Phase
- Research Mentor Selection and Months
- Careers in Medicine Fair
- Longitudinal Components Informational Meeting

Jan 2015
- Immersion Phase Begins
Careers in Medicine

https://medschool.vanderbilt.edu/cim/content/pathway-match
Foundations of Health Care Delivery (FHD)

**Continuity Clinical Experience (CCX)**
- **Structure:** Weekly clinic & seminar
- **Curriculum**
  - Team Based Care
  - Patient-Centered Care
  - Medication Reconciliation
  - Health Coaching

**Vanderbilt Program in Interprofessional Learning (VPIL)**
- **Structure:** Weekly clinic & seminar
- **Curriculum**
  - Team Based Care
  - Patient-Centered Care
  - Medication Reconciliation
  - Health Coaching
  - Interprofessional Education

**Year 1: Foundations of Medical Knowledge**
- **Structure:** Weekly clinic & seminar
  - **Curriculum**
    - Team Based Care
    - Patient-Centered Care
    - Medication Reconciliation
    - Health Coaching

**Year 2: Foundations of Clinical Care**
- **Structure:** Patient panel activities & seminar
  - **Curriculum**
    - Transitions of Care
    - Advocacy

**Years 3 & 4: Immersion**
- **Required Blocks**
  - Quality Improvement (QIPS 1, 2, 3)
  - Advanced Communications (AC 1, 2)
  - Interprofessional Education* (IPE 1, 2, 3)

* VPIL students fulfilled requirement during years 1 & 2.
FHD Course Directors
FHD Immersion Phase

• During Immersion Phase, all students will be required to complete 8 units, which are organized into 3 blocks.

• Each unit is four weeks long and contains 20 hours of effort/attendance in total.

• A prerequisite to enroll in any FHD Immersion phase unit or block will be the successful completion of either CCX1 and CCX2 or VPIL1 and VPIL2.
THE BLOCKS
Advanced Communications (AC)

• AC1
  Overcoming Communication Barriers
  • Health literacy and numeracy
  • Use of technology in clinical settings
  • Cultural competence

• AC2
  Managing Difficult Conversations
  • Disclosures of adverse outcomes
  • Professional accountability
  • QOL and end of life discussions/planning
Interprofessional Education (IPE)

- **IPE 1**
  The Health Care Professions
  - Knowledge of other professionals and their roles, scopes of practice, and value in patient care

- **IPE 2**
  Interprofessional Health Care Delivery
  - Collaborative interprofessional patient care plans

- **IPE 3**
  Team Dynamics and Communication
  - Communication (SBAR)
  - Jousting
  - Professional communication strategies and appropriate use of communication methods
Quality Improvement and Patient Safety (QIPS)

- **QIPS 1**
  Microsystem Analysis & Identification of a Problem
  - IHI model for improvement, basic quality improvement skills

- **QIPS 2**
  Initiating Change
  - PDSA cycle, collecting data

- **QIPS 3**
  Sustaining Change
  - Change concepts, leading change, sustainability, strength of change
<table>
<thead>
<tr>
<th>Block/Unit</th>
<th>Pre-reqs</th>
<th>Clinical rotation (y/n)?</th>
<th>Home clinic (y/n)?</th>
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<tr>
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<td>completion of CCX1/2 or VPIL1/2</td>
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<td>QIPS2**</td>
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</table>

*VPIL students receive credit for all 3 IPE units.
**We strongly encourage QI/PS block to be completed as a contiguous experience, paired with Research.
Logistics of Registering

• You will have to register and complete the unit within the four weeks. Students may not register for more than one unit in a given month.

• Students may not enroll in an FHD unit during an acting internship.
Grading

• Students will receive a grade for each course unit, thus unit block is weighted equally.
• FHD units in the Immersion phase will be graded H/P/F.
• An H grade will be given to students for superior or outstanding achievement in all aspects of course work across competency domains.
Learning Communities

Bill Cutrer MD, M.Ed.
College Mentor
Director of Learning Communities
Learning Communities

• Definition:
  “intentionally developed longitudinal groups that aim to enhance students’ medical school experience and to maximize learning”

• Function by:
  – fostering communication among students and faculty
  – promoting caring, trust, and teamwork
  – assisting students establish academic/support networks
  – encouraging student participation in learning activities
VUSM Learning Communities

• Seek to maximize learning, specifically related to student development as professionals

• Learning Environment
  – Longitudinal in nature
  – Trusting environment created within the Colleges program
VUSM Learning Communities

Expert Thinkers

Expert Learners

Expert Physicians
OVERARCHING COURSE GOALS:

1. To solidify student understanding regarding the professional role of a physician, and to develop the skills necessary for successful functioning as a medical professional

2. To re-explore major moral philosophies and tenets of biomedical ethics within the context of clinical medicine

3. To foster the ongoing development of a deeper understanding of cognition, including critical thinking, clinical reasoning, and metacognition, to allow students to function within the complex adaptive systems found within the healthcare environment

4. To develop the skills and processes of a expert learner who seeks to address gaps in knowledge as they arise in the clinical and research contexts

5. To build on foundational leadership abilities to enhance student knowledge, skills and attitudes surrounding effective physician leadership

6. To foster an ongoing sense of collegial identity within each of the four colleges, manifested as a respectful tolerance towards perspectives and beliefs discordant with their own, which will serve as a foundation for professionalism and professional discourse with colleagues and patients
## LC Units during Immersion Phase

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<thead>
<tr>
<th>Work Individually Prior to Group Session</th>
<th>Work in Team Prior to Group Session</th>
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<tbody>
<tr>
<td>1) Applied Ethics</td>
<td>4) Motivating Others</td>
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<tr>
<td>2) Situational Leadership and Diagnosing the Situation</td>
<td>5) Problem Solving</td>
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<td>3) Priority Setting</td>
<td>6) Change Management</td>
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<td>7) Master Adaptive Workplace</td>
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<tr>
<td>Learner cycle</td>
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</table>
## Sessions Types:

### Individual Preparatory Sessions
- Complete assigned readings
- Complete assigned exercises
- Posting in Vstar Forums
- Gather in College groups for discussion on Monday of Week 3 of rotation

### Group Preparatory Sessions
- Complete assigned readings
- Work in teams to complete assigned exercises
- Posting in Vstar Forums
- Gather in College groups for discussion on Monday of Week 3 of rotation
Logistics of LC sessions

- Offered on a rolling schedule
- Likely offered 2x during your Immersion Phase

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<th>August</th>
<th>September</th>
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Master Adaptive Workplace Learner

• Align this activity with a clinical elective month
• Learning Cycle guided by a process coach

• **Week 1** — *Goal: Recognize gap between what is and what could be*—Identify patient-driven issues or problems.

• **Week 2** — *Goal: Recognize an opportunity to learn*—Explore the value of your problem in the clinical setting and formulate a specific question.
Master Adaptive Workplace Learner

• **Week 3** — *Goal: Search for resources for learning.*

• **Week 4** — *Goal: Try out what was learned*—Synthesize and present your findings to your clinical team

• **Paper:** Maximum of 2 pages (template provided)

• **Presentation:** 10-15 minute presentation to the clinical team. Can include slides and a handout.
Grading

• Students will receive a grade for each course unit, thus unit block is weighted equally

• LC units in the Immersion phase will be graded P/F

• Grades based on
  – Preparation
  – Participation
  – Unit specific work product (forum questions/reflections/essays/group output)
## Old Immersion Phase

<table>
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<tr>
<th>Time</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
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<tbody>
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<td>8:00 AM-1:00 PM</td>
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# Typical Immersion Phase Block Rotation: Longitudinal Elements

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<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
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<th>Sat</th>
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Information on Immersion Phase Website
https://medschool.vanderbilt.edu/ume/class2016
Questions?

Please direct questions related to the overall phase to:

Immersion.Phase@Vanderbilt.Edu

Research:

vms.research@vanderbilt.edu

FHD:

ccx@vanderbilt.edu or vpil@vanderbilt.edu