

CWRU School of Medicine - Electives Policy (Please retain this Policy page for your reference.)

Electives that meet the criteria described below will be eligible to appear on the transcript. Electives cannot be taken for credit simultaneously with or interfere with activities during the pre-clerkship phase, core clinical rotations, AIs, or Research Block but may be recorded on the transcript for zero credits if successfully completed. Clinical electives taken in combination with core clinical rotations, AIs or other clinical electives must not result in a conflict with the Duty Hour Policy.

Criteria for electives

1. Nature of Elective - Content and experience must support student development of knowledge, skills and/or attitudes central to the goals of the medical education curriculum.
2. Oversight – Must be sponsored by a CWRU faculty member
3. Time – Minimum contact time and/or documented effort is 30 hours total hours per week of credit (*i.e.*, 60 hours for 2 weeks of credit)
4. Attendance – Must have an attendance policy, *e.g.*, required attendance at 80% of sessions (or completion of 100% of online modules) or following standard curriculum attendance policies
5. Goals and Objectives - Must have overall goals and objectives. The goals of the elective should map to the School of Medicine curriculum competencies.
6. Assessment - Students must successfully complete the requirements of the elective. The elective title and grade will appear on the transcript. All grades must be submitted by the responsible faculty member to the registrar's office within two weeks of completion of the elective.

Process

Approval and listing of electives

All elective proposals should be submitted electronically on the Elective Proposal Form to the Registrar's office and then routed to the Associate Dean for Curriculum for approval. Working in consultation with members of the curriculum team, the Associate Dean will determine if the elective proposal meets minimum criteria for an elective. If approved, the Registrar will add the new elective to the approved list of electives.

Credit

Successfully completed electives will be recorded on the transcript for zero credits, 2-weeks of credit or 4-weeks of credit. Elective description/application must indicate whether or not the elective is eligible for clinical credit.

Advertising Electives

Approved electives will be listed with and advertised through the Registrar's office.

Student Registration for Electives

Students registering for credit must register for the elective through the Registrar's office. Students registering for zero credits must register with the course sponsor.

Submission/Collection of Student Grades

For all students who have registered for an elective for credit, the Registrar's office will solicit grades per their usual procedures. For all students who have registered for an elective for zero credits, AE (pass) grades must be submitted to the Registrar's office by the course sponsor.

New Elective/Course Proposal

(Processing time is 2-3 weeks for internal review and approval.)

Please attach supporting materials as needed in support of your proposal with this form.

1. Faculty Sponsor (responsible for assessment and grading): _____
Email Address: _____ Telephone: _____
Department/Affiliated Hospital: _____
2. Department Contact (responsible for scheduling student requests): _____
Email Address: _____ Telephone: _____
Department/Affiliated Hospital: _____

Elective title (maximum 30 characters, including spaces): _____

Type of Elective:

- Non-Clinical Elective offered to (check all that apply): Year 1 Year 2 Year 3 Year 4 Year 5
- Clinical Elective offered to (check all that apply): Year 3 Year 4 Year 5
- Prerequisites Required:
Complete Core Clerkships in (check all that apply):
- | | | |
|--|--|--|
| <input type="checkbox"/> Family Medicine | <input type="checkbox"/> Obstetrics/Gynecology | <input type="checkbox"/> Psychiatry |
| <input type="checkbox"/> Internal Medicine | <input type="checkbox"/> Pediatrics | <input type="checkbox"/> Surgery |
| <input type="checkbox"/> Aging/Geriatrics | <input type="checkbox"/> Neuroscience | <input type="checkbox"/> Emergent Care |

- Is this request for an Acting Internship? If yes, it must meet the requirements as outlined on the SOM Registrar website under the Policies link (<https://case.edu/medicine/students/registrar/policies>).
- Is this request for an International elective? If yes, students must meet the requirements as outlined on the SOM Registrar website under the International Electives link (<https://case.edu/medicine/students/registrar/scheduling/international-electives>).

This elective is available to (check all that apply):

- All CWRU Students (Both Programs) _____ # of spots available (if applicable)
- University Program Students Only _____ # of spots available (if applicable)
- College Program Students Only _____ # of spots available (if applicable)
- Visiting Medical Students _____ # of spots available (if applicable – not eligible for zero-credit courses)
- _____ Domestic
_____ International

Rotations:

- Offered as 2-week only Offered as both 2- and 4-week
- Offered as 4-week only Offered as a Zero-Credit Elective

Other Prerequisites (if applicable):

Credit	Contact + Prep Time
Zero (0)*	≥30 hours
2-weeks	60 hours
4-weeks	120 hours

*Minimum time/effort requirement for a zero credit elective to be added to a transcript is 30 hours.

1. What is the attendance policy (will students be required to sign in daily, will someone take attendance, how many sessions must a student attend, if online modules are used, how many must they complete, etc.)?

2. Goals of the elective:

3. Learning Objectives (i.e., What will the learners be able to do upon completion of the course?):

4. Elective Description (What will the students be doing?):

5. How will the students be assessed? On what are the students being assessed? (All students must use CAS throughout a clinical rotation to receive credit for the elective and a grade for their transcript.)

6. What is the grading scheme for this elective?

- Honors (H), Commendable (COM), Satisfactory (S) or Unsatisfactory (U)
 Achieves or Exceeds Competencies (AE) or Unsatisfactory (U)*

**All electives offered for zero credit must use the AE/U grading option.*

7. Who will complete the End Of Rotation (EOR) Assessments in CAS (not applicable to Year 1-2, zero-credit courses)?

Will all EORs in CAS be assigned to the faculty course sponsor only?	Yes	No	N/A
If no, will students be able choose the faculty to assess their performance?	Yes	No	
Or will a coordinator assign the assessors in CAS and send the EOR links?	Yes	No	

8. What information should students be aware of when scheduling the rotation (How far in advance, what months are excluded, shift hours, call schedule, etc.):

9. Special Instructions for Starting the Rotation (When/where do students check in on first day, attire, parking, etc.):

Internal Use Only:

- | | | | |
|---|-------------|---|-------------|
| <input type="checkbox"/> SOM Registrar Review | Date: _____ | <input type="checkbox"/> Approved by University Registrar | Date: _____ |
| <input type="checkbox"/> Approved by Curriculum Comm. | Date: _____ | <input type="checkbox"/> Maintain Schedule is SIS | Date: _____ |

Course Goals/Learning Outcomes

When writing goals, think in broad terms about what is to be taught or accomplished from the perspective of the teachers or instructors. Course goals or learning outcomes are broad statements of what the students will be able to do when they have completed a course. Generally these learning outcomes connect to the overall goals of the curriculum for a given discipline. Clarifying these larger ideas and making connections to the curriculum helps students see the purpose and relevance of the course content.

Example [from Block 1]: This course will provide a strong epidemiology and biostatistics foundation to support effective application in clinical practice and interpretation of the scientific literature. [Note how this is framed in terms of what the course will accomplish, not in terms of what learners will be able to accomplish after having completed the course.] Course goals are not learning objectives.

Learning Objectives

Learning objectives describe the behavior expected of students after instruction and are measureable. What would someone be doing when demonstrating mastery of the goal you have written above? Consider the following components: 1) audience, 2) performance or outcome, 3) conditions, 4) criterion.

Audience	The student will be able to....
Behavior/ Performance (obligatory)	What a learner is expected to be able to <i>do</i> . What is the learner doing when demonstrating achievement of the objective?
Condition (optional)	Identifies important conditions (if any) under which the performance is to occur
Criterion (optional)	Describes how well the learner must perform in order to be considered acceptable.

Example:

Audience	The student will....
Behavior	perform a venipuncture on a member of the class for microcrit determination
Condition	using standard equipment
Degree	within two tries.

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Primer on Writing Effective Learning Objectives

More Examples:

1. When given an article from the literature, the student will be able to define the epidemiologic concepts of incidence and prevalence.
2. When given a research article, the student will identify and characterize strengths and weaknesses of epidemiologic research study design, including descriptive, case series, cohort, case control, and randomized controlled clinical trials, including potential biases and confounding factors with complete accuracy.
3. When given a research design, the student will apply epidemiological and biostatistical concepts (including probability, variation, significance testing, confidence intervals, and statistical power) to medical and population health scenarios, including critical analysis of scientific literature.

Pseudo-objectives (masquerading as objectives but they are flawed). Why? [Answer on page 4.]

1. Review guidelines from ASCO (American Society of Clinical Oncology) regarding use of molecular genetic testing in identifying at-risk family members.
2. Has a thorough understanding of genetics.
3. Demonstrates comprehension of biomedical ethics and principles that guide clinical practice.
4. Able to relate to others in demonstrating empathy.
5. Able to think critically and analytically.

VERBS FOR USE IN WRITING LEARNING OBJECTIVES

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

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Primer on Writing Effective Learning Objectives

References

1. Anderson, L.W., & Krathwohl (Eds.) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman. 2001.
2. Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green. 1956.
3. Mager RF. *Preparing Instructional Objectives*. 2nd Ed. Lake Publishing Co. Belmont, CA, 1984.

Answers to why Pseudo-objectives (masquerading as objectives) are flawed.

1. Describes what the teacher will do, not what the learner will do.
2. Too broad, not measureable.
3. Too broad, not measureable.
4. Doesn't describe the learner, the conditions, the criterion. Too broad.
5. Too broad and vague, doesn't describe the conditions or the learner.