



## **New Acting Internship/Course Proposal**

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

### **ACTING INTERNSHIP COURSE FORM**

#### **Criteria for AIs**

- Students should experience the level of responsibility/autonomy similar to that of an early-year intern on the service.
- This is an inpatient experience with primary patient care responsibility and the student will be working directly with faculty and senior residents
- OR
- This is an immersive emergency room, ICU, surgical, or anesthesia rotation
- The student must be part of the primary team or service whose responsibilities include:
  - Recognizing acutely ill patients who need immediate intervention and managing the short-term needs of these patients
  - Organizing and prioritizing patient care responsibilities based on acuity and severity
  - Taking first call for de novo problems arising on assigned patients
  - Ensuring continuity of care throughout transitions between providers (e.g. sign-out or handoffs) and settings (e.g. discharge or transfer).
- The student will write notes and orders and help with management and treatment of patients
- The student will participate in all educational experiences attended by interns on the service
- The AI complies with the ACGME duty hours requirements
- Grading scheme for UP students: Honors (H), Commendable (COM), Satisfactory (S) or Unsatisfactory (U)

### **ACTING INTERNSHIP ADMINISTRATIVE INFORMATION**

1. AI Director (responsible for completion of grading): \_\_\_\_\_  
 Email Address: \_\_\_\_\_ Telephone: \_\_\_\_\_  
 Department/Affiliated Hospital: \_\_\_\_\_
  
2. Alternative AI Faculty Contact (optional): \_\_\_\_\_  
 Email Address: \_\_\_\_\_ Telephone: \_\_\_\_\_  
 Department/Affiliated Hospital: \_\_\_\_\_
  
3. Course Coordinator: \_\_\_\_\_  
 Email Address: \_\_\_\_\_ Telephone: \_\_\_\_\_  
 Department/Affiliated Hospital: \_\_\_\_\_  
 Responsibilities include scheduling, onboarding, sickness/emergency, primary point of contact



**CASE WESTERN RESERVE  
UNIVERSITY  
School of Medicine**

4. **Acting Internship title** (max 30 characters, including spaces):

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5. **AI course offered to** (check all that apply): Year 3 Year 4 Year 5

6. **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 |
| <input type="checkbox"/> Other _____       |  |  |

7. **This AI is available to** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> All CWRU Students (Both Programs) | _____ # of spots available (if applicable) |
| <input type="checkbox"/> University Program Students Only  | _____ # of spots available (if applicable) |
| <input type="checkbox"/> College Program Students Only     | _____ # of spots available (if applicable) |
| <input type="checkbox"/> non-CWRU Medical Students         | _____ # of spots available (if applicable) |

Please specify the number of domestic vs. international \_\_\_\_\_

**Rotation must be offered as 4-week**

Credit	Minimum Contact + Prep Time
4-weeks	120 hours

**ACTING INTERSHIP COURSE DESCRIPTION**

1. **AI Description:** (Consider: environment, patient population, conditions seen, team composition, what the day-to-day looks like, general role of the student.)



- 2. What is the attendance policy** (will students be required to sign in daily, who do they report to if absent, sick or missed days. Will someone take attendance?)

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**\*Reminder:** Student must fill out absentee form and submit to CWRU. Standard policy student may be excused up to 2 days for a 4-week course.

- 3. Goals of the elective:** What broad goals will students obtain by the end of their AI? Some examples are listed below. Please include any of these relevant to your rotation and add additional goals as needed.

- To learn and apply principles of a hospital based medical care system.
- To improve skills in physical examination and patient interviewing.
- To improve skills in differential diagnosis.
- To improve skills in formulating patient management plans.
- To demonstrate appropriate interactions with patients, families and other health care providers.
- To experience the role of primary physician for patients on an inpatient service (e.g. initial H&P, note and order writing, formulating and carrying out treatment plans, patient procedures, discharge planning and discharge summaries, etc.)

- 4. Learning Objectives:** List the specific skills, knowledge, or behaviors that students will be expected to achieve at the end of the rotation. These may be based on the entrustable professional activities listed on page 6. Some examples include:

- Recognize, interpret, and propose initial interventions for abnormal vital signs.
- Generate an appropriate differential diagnosis organized in order of likelihood with supporting clinical evidence.
- Effectively communicate with patients, consultants, and other members of the healthcare team to determine a plan of care.

At the completion of this Acting Internship, participants should be able to:



- 5. Student Duties and Responsibilities:** (Consider: daily hours; night call; weekends; who they report too; patient load; skills likely to be performed; presentations; note writing; level of involvement in team/consults, expectations-preparation for the AI and preparation on during AI; didactics)

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

- Assessment should be based on learning objectives
- Student should be evaluated on the level of independence they achieve with each of the learning objectives
- Include who will be providing feedback that is considered in the final grading
- Include who will provide mid-course feedback

- 7. Who will complete the End Of Rotation (EOR) Assessments in CAS**

Will all EORs in CAS be assigned to the AI director only? Yes  No  N/A

Or will students be able choose the faculty to assess their performance? Yes  No  N/A

Or will a coordinator assign the assessors in CAS and send the EOR links? Yes  No  N/A

Please provide additional names of evaluators if known:

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**8. What information should students be aware of when scheduling the acting internship?** (How far in advance, what months are excluded, etc.):

**9. Special Instructions for starting the acting internship** (When/where do students check in on first day, attire, parking, etc.):



### **LIST of EPA's**

At the completion of this Acting Internship, participants should be able to:

- Obtain a complete and accurate history in an organized fashion.
- Perform a clinically relevant, focused physical examination pertinent to the setting and purpose of the patient visit.
- Synthesize essential information to develop appropriate differential diagnoses.
- Recommend and interpret the first-line diagnostic evaluation for a patient with an acute or chronic common problem or as part of routine health maintenance.
- Compose orders efficiently and effectively based on an understanding of the patient's current condition and preferences.
- Document accurate, focused, and context-specific clinical encounters in the medical record.
- Provide an accurate, concise, and well-organized oral presentation.
- Develop and research a well-formed, focused, pertinent clinical question based on clinical scenarios or real-time patient care.
- Provide succinct verbal communication that conveys, at a minimum, illness severity, situation awareness, action planning, and contingency planning.
- Identify the roles and contributions of each member of a healthcare team.
- Engage with members of an interdisciplinary team to optimize healthcare delivery.
- recognize the severity of a patient's illness and indications for escalation of care.
- Describe the indications, risks, benefits, alternatives, and potential complications for common procedures performed during the rotation.
- Demonstrate technical skills necessary for common procedures performed during the rotation.
- Participate in system improvement activities (i.e. Morbidity and Mortality conferences) and daily safety habits (i.e. time-outs, universal precautions).

## 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.

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

Example:

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

## CAML

### 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**

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
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				

CAML  
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*. 2<sup>nd</sup> 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.