

## **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, clerkship 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.

### **Educational Resources**

Contact the Cleveland Health Sciences Library with questions or for assistance with educational resources at: [chsl-curricularsupport@case.edu](mailto:chsl-curricularsupport@case.edu)

Please consider the following questions when creating the new course/elective:

- What educational resources are needed to support this course?
- Are the resources available electronically or in print?
- Are there resources needed that the library does not currently license/own?
- Does this new course/elective need instructional support from the library?

### **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.



**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      N/A

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

**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.):

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**Internal Use Only:**

SOM Registrar Review

Date: \_\_\_\_\_

Approved by University Registrar

Date: \_\_\_\_\_

Approved by Curriculum Comm.

Date: \_\_\_\_\_

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.

|   |   |
|---|---|
| <b>Audience</b>                                   | The student will be able to....   |
| <b>Behavior/<br/>Performance<br/>(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<br/>(optional)</b>                   | Identifies important conditions (if any) under which the performance is to occur  |
| <b>Criterion<br/>(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           |              |                |                 |               |

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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*. 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.