Fourth/Final Year Elective Courses Overview

Bectives during the Fourth/Final year of medical school training should provide the student with experiences that enhance the attitudes, knowledge, and psychomotor skills developed during previous basic science and clinical courses. The goals of these courses will vary but should take into account and build upon core curricular exposures. The content and educational activities should be aligned with the goals of the MCW medical school curriculum and prepare the student for successful transition to further training and practice.

Information to be included in the course proposal and required for consideration by the CEC includes:

- 1. Description: This description defines the content and procedures of a course. It outlines the general instructional process. This description will describe learning activities and should also include the rationale for the educational offering.
- 2. Goals: A course goal is a statement that communicates the general educational outcomes to be achieved by the end of the course. Because goals are general in nature, they are usually stated in non-behavioral terms.
- 3. Objectives: Course objectives must be linked to MCW Global Competencies

- 6. Curriculum Resource Types: For the purpose of curriculum mapping and the ability to track educational offerings in the medical school, curriculum resources must be listed using ONLY the appropriate <u>AAMCMedBiquitous terms</u> for resources. Review the linked document to assure that you are utilizing the appropriate terminology for your course.
- 7. Assessment Methods: Describe the methods by which each student will be assessed

utilizing ONLY the appropriate <u>AAMC MedBiquitous terms</u> for assessment methods.
8. Grading policy: Fourth year elective courses will be graded as Satisfactory/Unsatisfactory unless sufficient evidence of rigor is provided to warrant a 5point grading scale. Explanation of how grades are calculated must be provided in either case. If the 5-point scale will be utilized, a rationale must be included indicating the robust nature of the assessment strategy. Example: **Clinical Performance Rating/Checklist: 50%** Oral patient presentation: 10% Research or Project Assessment: 20% Narrative assessment: 20% (The AAMC Med Biguitous assessment method with percentage contributing to grade must be included)

- 9. Evaluation of Instructors/ Course: An explanation of how students will evaluate the teachers and course should be provided. In general, this can be accomplished using standard MCW course and teacher evaluation forms.
- 10. Time commitment: Courses are 4 weeks in duration. List the anticipated student time requirements including night or weekend duties. Where and when to report on the first day of service state the ADDRESS, TIME, and DATE. Indicate reporting instructions if the first day falls on holiday or weekend.
- 11. Informational Contact list the person(s) and his/her phone number who will be responsi0.000t29 Tm0 g0 G[List)6((u)5(mb)-5(er)15 0 0 1R7pgf1 0 .0912 0 612 792 reW*nBT/F2 12 Tf1 0