

# **ELECTIVES MANUAL**

## **Med 1 and Med 2**

# **Academic Year 2011-12**

*for*

# **Students**

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## **INTRODUCTION**

The Med 1 and 2 Longitudinal Electives Units are designed to fulfill the unique learning needs and interests of an individual student. The Longitudinal Electives Units are in place to provide students with the flexibility and opportunity to:

- develop mentored relationships with clinicians and other health professionals while exploring possible career options,
- participate in research and scholarly inquiry in all areas relevant to medicine,
- supplement their curriculum with independently designed and self directed learning experiences.

During the Longitudinal Elective Units, students are expected to progressively develop their knowledge, skills and attitudes in the context of Professional, Life Long Learner, Community Contributor and Skilled Clinician educational outcomes. This may be done in the clinical environment, research laboratory, community setting, and medical education administration realm.

## **OBJECTIVES**

### **Block Level Objectives:**

At the end of the Med 1 & 2 Longitudinal Elective Units, the learner will be able to:

**(1).** Describe and relate the varieties of contributions to the provision of health care, the practice of medicine and the associated lifestyle/career culture by participating in mentored and/or collaborative relationships with Elective preceptors.

- *The pursuit of areas of personal interest, including the opportunity to work in a clinical or laboratory setting.*
- *The evaluation of possible career choices.*
- *The benefit derived from an established working relationship with a medical/ health professional, educator, and/or researcher (faculty, staff or community).*

**(2).** Define and apply specific outcomes-oriented learning objectives based on appropriate educational theory as they relate to the discipline in which the Elective is being done.

- *The development of their own objectives specific to the discipline of their Elective.*

**(3).** Appraise individual areas of academic and or clinical interest which supplement their Med 1&2 curriculum and contribute to self-directed development of medical knowledge, skills and attitudes.

- *The acquisition of skills of information retrieval as the basic prerequisite for independent study.*
- *The acquisition of habits of independent /self directed study.*
- *The acquisition of extra skills and experience in basic or clinical science fields.*

**(4).** Apply the lifelong learning skills of self-reflection and self-assessment to determine learning needs, define educational goals, and implement appropriate learning strategies to guide their experiences.

- *The opportunity to develop a unique approach to the solution of unfamiliar problems.*

**(5).** Demonstrate the skills of scholarly research, analysis, professional behaviour, collaboration and effective communication (interpersonal, oral and written) as they apply to the Elective.

- *The ability to describe new information, concepts, and conclusions in an effective written form or oral presentation.*
- *The opportunity to participate in collaborative health care teams.*

### **Individual Objectives (Learning Occasion Objectives):**

Students will be expected to define and write their own learning objectives for each individual Elective (learning occasion). Both the student and the preceptor are responsible for ensuring a clear, mutual understanding of the learning activities and evaluation designed to meet the objectives of the Elective.

## Tips On Writing Learning Objectives

1. **Create a stem.**

After completing the elective I will be able to

2. **Add a verb.**

After completing the elective I will be able to *trace*

3. **Determine the actual product, process or outcome.**

After completing the elective I will be able to trace *the processes involved in transferring patients into long term care facilities.*

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Count	Associate	Add	Analyze	Categorize	Appraise
Define	Compute	Apply	Arrange	Combine	Assess
Describe	Convert	Calculate	Breakdown	Compile	Compare
Draw	Defend	Change	Combine	Compose	Conclude
Identify	Discuss	Classify	Design	Create	Contrast
Labels	Distinguish	Complete	Detect	Drive	Criticize
List	Estimate	Compute	Develop	Design	Critique
Match	Explain	Demonstrate	Diagram	Devise	Determine
Name	Extend	Discover	Differentiate	Explain	Grade
Outlines	Extrapolate	Divide	Discriminate	Generate	Interpret
Point	Generalize	Examine	Illustrate	Group	Judge
Quote	Give examples	Graph	Infer	Integrate	Justify
Read	Infer	Interpolate	Outline	Modify	Measure
Recall	Paraphrase	Manipulate	Point out	Order	Rank
Recite	Predict	Modify	Relate	Organize	Rate
Recognize	Rewrite	Operate	Select	Plan	Support
Record	Summarize	Prepare	Separate	Prescribe	Test
Repeat		Produce	Subdivide	Propose	
Reproduces		Show	Utilize	Rearrange	
Selects		Solve		Reconstruct	
State		Subtract		Related	
Write		Translate		Reorganize	
		Use		Revise	
				Rewrite	
				Summarize	
				Transform	
				Specify	

**Online Presentation:**

<http://tinyurl.com/Elective-Objectives>

- Students enter their NetID (or name) into the Participant Box, hit enter.
- Students should run the Setup Wizard on their computer, if they have never used Wimba.
- Students will need computer speakers or a headset to hear the presentation.

## **SELECTION OF ELECTIVES**

The students have a few options in terms of the number and duration of their Elective experiences both in Med 1 and 2. The maximum number of Elective experiences possible in the two years is four, the minimum is two.

Options include:

- A single full year Elective (September-April) in one discipline with one preceptor.
- Two half-year Electives (September-December and January-April) in two different disciplines and with two different preceptors.

Note: Students intending to do two Electives have the option of continuing the same Elective for the second half if they like the experience during the first half. However, the intent to continue with the same Elective would be considered as a second Elective requiring a re-submission of proposal and enhanced objectives.

### **PROCESS:**

The student must declare their intent to do ONE or TWO Electives at the beginning of each academic year for Med 1 and Med 2. Separate proposal forms including learning objectives must be completed for each Elective experience and submitted to the Undergraduate Medical Education (UGME) office by the appropriate deadlines (October and December).

### **ELECTIVE OPTIONS:**

Electives are available in a variety of disciplines and could include:

- Rotating Elective/Observership (**Med 1 only**)
- Family Medicine
- Medicine and medical specialties (Internal Medicine, Family Medicine, Pediatrics, Psychiatry, Cardiology, etc)
- Surgery and surgical specialties (General Surgery, Orthopedics, Ophthalmology, ENT, etc)
- Gynecology/Obstetrics
- Emergency Medicine (**Med-2 only in Halifax**)
- Laboratory Medicine (Pathology, Microbiology)
- Basic Medical Sciences (e.g. Pharmacology, Molecular Biology, etc)
- Dentistry
- Medical Humanities
- Medical Education
- Medical Informatics
- Bioethics
- Health Law
- Global Health
- Academic/Administrative Leadership

**LOCATION:**

The Electives must be done locally, out-of-town electives are not permitted. For students at the Dalhousie University campus, the Electives should be done in the Halifax/Dartmouth area. For students at the Dalhousie Medicine New Brunswick campus, the Electives should be done in Saint John.

**TIMINGS:**

The Electives should be done during the assigned times on weekdays. Weekend Electives are not allowed. The assigned times for Electives are as follows:

Med 1: Monday 12:30pm-4:30pm OR Wednesday 12:30pm-4:30pm  
Med 2: Monday 8:30am-12:00pm OR Wednesday 8:30am-12:00pm

## ARRANGING AND COMPLETING THE ELECTIVE

### **Guidelines for students:**

The Elective experiences are largely student-driven. The choice of Elective is the student's privilege, who is then responsible for making all necessary arrangements for a successful experience.

A list of topics and preceptors from last year is found on OWL (see Electives Folder). The students should follow the following steps:

1. Select an area of interest which compliments or enriches the available Med 1 and 2 curriculum.
2. Contact the appropriate departmental representative (see file library) if you need assistance in locating a preceptor. Talk to the senior medical students who may recommend a preceptor.
3. Be creative! (i.e. Health Law, Medical Education, Global Health, Medical Humanities).
4. The preceptor is not required to be a faculty member as long as he/she works in a health-related area and is approved by the Electives Unit Head.
5. Once you have secured a preceptor for your Elective, arrange to meet with him/her. A face-to-face meeting is always helpful to know the other person better. Discuss the areas of interest and your strengths and limitations.
6. Information on the role and responsibilities of a Preceptor will be available to the potential preceptors.
7. In consultation with the preceptor, students must write **outcomes-oriented** learning objectives for each Elective.
8. Students will need to briefly outline their proposed project which should be reflected in their objectives for the Elective.
9. The students should review the final version of the Elective proposal with their preceptor before submitting.
10. Proposal forms are available and should be submitted on one45.
11. It is the student's responsibility to submit the proposal form, mid-unit evaluation and final evaluation by the deadlines (September, December, April). Always inform preceptor of deadlines and allow a few extra days in meeting these

deadlines to help confirm preceptor availability.

12. **Students who commence their Elective before the Electives Unit Head approves their proposal form will not receive credit for the time spent.**
13. Students who are late with the mid-unit evaluation and end-of-unit evaluation are required to meet with the Electives Unit Head.
14. Please keep in mind the difference between unassigned, unaccountable time (free time) and assigned, accountable time according to a plan (Electives). The students will be held accountable for their Elective time.
15. The Elective time **MUST NOT** encroach or interfere with the regular schedule.
16. If you require assistance or advice on any aspect of your Elective, please consult the Electives Coordinator or your Electives Unit class representative.

### **Submitting Proposal Forms**

Once you have made arrangements and been accepted for a placement you must complete all information requested on the proposal form, which is accessed through one45.

Once submitted, your elective proposal is automatically sent to the Unit Head for approval. If there are any concerns you will be provided with feedback, and asked to make revisions to re-submit your proposal. When your Elective is approved, you will receive notification on one45 to sign off.

One45 does not send your proposal to the preceptor; you are responsible for ensuring that he/she receives a copy of your Elective objectives.

**Remember:** If you are completing two half-unit Electives you must submit a proposal for each one by the due date.

## **DATES & DEADLINES**

### **DEADLINES TO MEET AND DATES TO REMEMBER:**

**Full Unit:** September 26 2011 to April 5, 2012  
**First Half:** September 26, 2011 to December 16, 2011  
**Second Half:** January 9, 2012 to April 5, 2012

<u><b>Proposal/Evaluation</b></u>	<u><b>Due Date</b></u>
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**\*\* Med-1 Rotating Elective Request (Lottery) - Please See Below**

***Students doing ONE full unit Elective:***

(September 26, 2011 to April 5, 2012)

Elective Proposal:	Monday, October 3, 2011
Mid-Unit Assessment:	Friday, December 16, 2011
Interim Project:	Friday, December 16, 2011
Final Evaluation:	Friday, April 13, 2012
Final Project:	Friday, April 13, 2012

***Students doing TWO half unit Electives:***

(First Half: September 26, 2011 to December 16, 2011)

Elective Proposal:	Monday, October 3, 2011
Mid-Unit Assessment:	Friday, November 4, 2011
Final Unit Evaluation	Friday, December 16, 2011
Final Project:	Friday, December 16, 2011

(Second Half: January 9, 2012 to April 5, 2012)

Elective Proposal:	Tuesday, January 3, 2012
Mid-Unit Assessment:	Friday, February 17, 2012
Final Unit Assessment:	Friday, April 13, 2012
Final Project:	Friday, April 13, 2012

All material must be submitted online (one45). Failure to meet deadlines will be noted and recorded in your student file and may be reflected in your Dean's Letter. Repeated failures to meet deadlines can result in a failing grade in this unit. The consequences of this may include the need to complete remedial work, or failure to meet the standards needed for promotion. Failure to meet deadlines may be perceived as a reflection of behavior that raises concern regarding fitness to study and practice medicine.

## **ROTATING CLINICAL ELECTIVE/ OBSERVERSHIP (MED-1 only)**

### **DEADLINES TO MEET AND DATES TO REMEMBER:**

The Rotating Elective runs from September 19, 2011 to December 14, 2011

*It begins one week earlier than regular Electives to accommodate the Thanksgiving Monday (holiday)*

Elective Proposal:	Monday, September 19, 2011
Assessment (by preceptor):	Every 2 weeks
Final Project:	Friday, December 16, 2011

A rotating clinical Elective experience is offered as a first half year Elective to Med 1. This is in recognition of the fact that most students entering medical school have had limited, if any experience, in a clinical setting. The decisions regarding a career path evolve over time and that commitment to a single discipline for a half or full year Elective may be a challenge.

This unique Elective experience will allow students the opportunity to participate in a variety of clinical experiences during the 12-week Elective period. The 12-week Elective period will include 6 different 2-week clinical experiences (e.g. 2 weeks with a preceptor in Surgery followed by 2 weeks in Family Medicine, etc).

Tracks of rotations will be organized by the Electives Coordinator and selected students will be placed into available tracks. This will be available only to Med 1 students from September to December.

### **Rotating Elective Objectives (Learning Occasion Objectives):**

During, and at the conclusion of the Elective, students will:

1. Explore a range of clinical experiences and develop an understanding of the relationship between the health care provider and the patient.
2. Examine and analyze the work environment of various clinical settings.
3. Recognize the multidisciplinary approach to health care delivery in various clinical settings.

### **Preceptor:**

Students will be mentored through the Rotating Elective by one preceptor (assigned at first rotation) who will be made aware of the student's learning objectives for the entire rotation. This preceptor will also assess the final project as it relates to the learning objectives defined by the student. However, students will work with different preceptors during each rotation that will individually assess them on professional behaviour. For each two-week block, the student should have the same preceptor.

**Project:**

The final project for this Elective will require a clinical diary/journal style project composed of a representative reflection from each 2 week rotation and compiled into one overall summation of the Elective experience. Reflections should be supported with references to literature and/or learning activities which enhanced the students learning objectives in each 2-week rotation. Options for presentation of clinical diaries include use of blogs and views from e-portfolios. As with other Electives, each student has the ability to consult with the Unit Head and Rotation Preceptor to define acceptable and creative project topics and presentations. Some suggestions for consideration include:

- Compare and contrast or reflect upon:
  - Patient-healthcare provider relationship
  - Clinical work environment
  - Multidisciplinary approach to healthcare delivery

**Assessment:**

The student will be assessed on the final project by the Rotation Preceptor. Students should meet with the Rotation Preceptor mid-unit to review project progress. Students will be assessed on professional behaviours during each 2-week rotation by each Rotation Preceptor. This collection of professional behaviour assessment will be overseen by the Student Academic Administration in UGME. Successful completion of all 2-week rotations and the project are required to pass the rotating elective.

**Process:**

Due to an anticipated demand for this type of Elective, interested students will be selected via a lottery system administered by the UGME Office. The Rotating Observership Elective will be offered to only 12 students at the Halifax site and 5 students at the Saint John site. Students interested in the Med 1 Rotating Elective should notify [ugme@dal.ca](mailto:ugme@dal.ca) by Thursday, September 8, 2011 (both Halifax and Saint John students). Students who are not selected will be notified immediately so that they can arrange an alternate Elective.

## **PROJECT**

Projects can be a source of anxiety for students. The basic rule when selecting a project is not to set up realistic goals. Some students and/or their preceptors can get very ambitious with projects. Remember, as a student you have limited time available for your Elective. The project should be manageable within the allotted time. It is best to take on a small project and complete it rather than taking on a large one and not completing.

The project should be a meaningful educational experience with scholarship. It is not necessarily meant to make you a career researcher. If you feel that the project is not meeting your learning needs, talk to your preceptor.

### **Suggestions for Projects:**

- Clinical Diary of patient encounters/experience and a review paper (minimum 2 pages) on a topic of interest
- Presentation (Web based/Oral/Written)
- Patient Information/Education Resource Material
- Chart Review for a study (with intent to publish)
- Case Report (with intent to publish)
- Research Paper (minimum 20 double-spaced pages)
- Research-in-progress paper
- Research poster presentation
- Abstract (Local, National or International Meeting)
- An arts-based outcome (such as a video, a collection of photographs, sculpture, etc.), with a written reflective component that describes the process and intent of the work/project
- Other suggestions to be determined in consultation with Unit Head and Elective Preceptor.

Note: Projects should contribute to each student's learning portfolio and e-portfolio submissions (e.g. blogs and views) are accepted.

## **CLINICAL ELECTIVE DIARY GUIDELINES**

One of the evaluation options available for Electives is the completion of a Clinical Diary of patient encounters and experiences. It is far too easy in an exciting clinical elective experience to be merely a passive participant. The diary concept encourages students to make careful observations, reflect, and think critically about what they have seen and then read on topics of interest and relevance. The information and experience gained may then be used to develop one's approach to the diagnosis and management of clinical problems.

The format of the diary might consist of the following:

1. Pick a subject of interest within your Elective (i.e. patients with abdominal pain).
2. List the cases you have seen with clinical details (patient names should not be used, instead use initials, sex and age).
3. Reflect and record what you learned from each case (what issues are raised by your observations).
4. Outline your plans for further study, reading, research, etc.
5. Assess how this information might change your practice in a clinical setting.

The report gives you the opportunity to summarize and comment on what you have described in your diary. You can review the existing literature and add some references.

## ASSESSMENT

Students will be assessed on both their Elective project and on their performance during the Elective (professional behaviour and attitudes). Preceptors will complete a mid Unit formative assessment and a final summative assessment. Students must meet the expectations as laid out in their defined learning objectives.

A student who receives a grade of “Partially Meets Expectations” on the final evaluation of Professional Behaviour and Attitude must outline plans to remediate substandard attitudes/behaviours in the next Elective. Objectives for the next Elective must identify the student’s remediation activities/goals. Failure to improve attitudes and behaviour will result in a grade of Fail in the Electives Unit.

Students will also be evaluated on a final project for each Elective (e.g. Clinical Diary, Case Report, Paper, Major Presentation, etc.).

Final projects are to be graded by the Preceptor. Students must achieve a grade of “Meets Expectations” for each project. Failure to do so will require the student to work with the Preceptor to revise the project until acceptable.

The student should note that all Electives in Med 1 and Med 2 must be successfully completed in order to pass the Unit.

For full unit Electives, the student is required to submit a brief **interim project** report at the time of their mid-unit evaluation. This will ensure that the project is fulfilling expectations and objectives. (This is a **\*NEW\*** requirement for 2011-2012.)

## ELECTIVES UNIT MID-UNIT EVALUATION FORM *(Template)*

For sample purposes only; this is completed electronically through one45.

MED-1 (Class of 2015)

MED- 2 (Class of 2014)

**DEADLINE: 15, December 2011 (full unit)  
04, November 2011 (first half) / 07, February 2012 (second half)**

Date of Elective: \_\_\_\_\_

Student Name: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

**1. Comments – Elective progress thus far/areas for improvement**

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**2. Assessment of Professional Behaviour and Attitude:**

During this Elective the student is:	Cannot Assess	Meeting Expectations	Partially Meeting Expectations	Suggestions for Improvement
Punctual and present for all required sessions with preceptor/team.				
Professional in demeanor, language and appearance.				
Demonstrating enthusiasm, initiative and self directed learning.				
Demonstrating insightful and reflective self-assessment.				
Presenting with integrity, compassion and a respect for confidentiality.				
Communicating effectively with team and/or patients.				
Consistently interacting well/collaborating with others to create a positive working atmosphere.				

**3. Please rate the student's participation to date:**

**Is Meeting Expectations**

**Is Partially Meeting Expectations**

**Recommendations for improvement:**

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\_\_\_\_\_  
Preceptor's Signature

\_\_\_\_\_  
Date

**FOR STUDENT:**

Do you agree with this evaluation?       Yes       No

Comments:

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\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Submit this evaluation on-line to the Electives Coordinator**

For full unit Electives, the student should submit should a brief interim project report at the time of their mid-unit evaluation. This will ensure that the project is fulfilling expectations and objectives.

**ELECTIVES UNIT  
FINAL EVALUATION FORM  
(Template)**

For sample purposes only; this is completed electronically through one45.

**MED-1 (Class of 2015)**

**MED- 2 (Class of 2014)**

**DEADLINE: 11, April 2012**

Date of Elective: \_\_\_\_\_

Student Name: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

**1). Describe the student's Elective experience:**

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**2). Assessment of project:**

**2.1** The student completed/presented, within the deadline, a well constructed project which contains new perspective or information.

**Yes**       **No**

Suggestions for Improvement:

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**2.2** This project reflects/meets the outcomes-oriented learning objectives of the Elective.

**Yes**       **No**

Suggestions for Improvement:

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**3). Assessment of Professional Behaviour and Attitudes:**

<b>During this Elective the student:</b>	Cannot Assess	Meets Expectations	Partially Meets Expectations	Suggestions for Improvement
Was punctual and present for all required sessions with preceptor/team.				
Was professional in demeanour, language and appearance.				
Demonstrated enthusiastic initiative for self directed learning.				
Demonstrated insightful and reflective self-assessment.				
Displayed integrity, compassion and a respect for confidentiality.				
Communicated effectively with team and/or patients.				
Consistently interacted well/collaborated with others to create a positive working atmosphere.				

**4). Student's Grade:** (based on quality of project and behaviour/attitude)

**Meets Expectations**

**Partially Meets Expectations**

\*If student does not meet expectations, describe focus of remediation

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\_\_\_\_\_  
Preceptor's Signature

\_\_\_\_\_  
Date

**FOR STUDENT:**

Do you agree with this evaluation?       Yes       No

Comments:

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\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Submit this evaluation on-line to the Electives Coordinator.

A copy of the clinical diary, paper, and abstract should be submitted on completion of the evaluation.

\_\_\_\_\_  
Electives Unit Head (Med 1&2) Signature

## ROTATING ELECTIVES UNIT EVALUATION FORM (MED-1 only) (Template)

For sample purposes only; this is completed electronically through one45.

Date of Elective: \_\_\_\_\_

Student Name: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

### Assessment of Professional Behaviour and Attitude

<u>Rotation One</u>				
Date of Elective: _____		Preceptor Name: _____		
During this Elective the student is:	Cannot Assess	Meeting Expectations	Partially Meeting Expectations	Suggestions for Improvement
Punctual and present for all required sessions with preceptor/team.				
Professional in demeanor, language and appearance.				
Demonstrating enthusiastic initiative and self directed learning.				
Demonstrating insightful and reflective self-assessment.				
Presenting with integrity, compassion and a respect for confidentiality.				
Communicating effectively with team and/or patients.				
Consistently interacting well/collaborating with others to create a positive working atmosphere.				
<u>Rotation Two</u>				
Date of Elective: _____		Preceptor Name: _____		
During this Elective the student is:	Cannot Assess	Meeting Expectations	Partially Meeting Expectations	Suggestions for Improvement
Punctual and present for all required sessions with preceptor/team.				
Professional in demeanor, language and appearance.				
Demonstrating enthusiastic initiative and self directed learning.				

Demonstrating insightful and reflective self-assessment.				
Presenting with integrity, compassion and a respect for confidentiality.				
Communicating effectively with team and/or patients.				
Consistently interacting well/collaborating with others to create a positive working atmosphere.				

**Rotation Three**

Date of Elective: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

<b>During this Elective the student is:</b>	Cannot Assess	Meeting Expectations	Partially Meeting Expectations	Suggestions for Improvement
Punctual and present for all required sessions with preceptor/team.				
Professional in demeanor, language and appearance.				
Demonstrating enthusiastic initiative and self directed learning.				
Demonstrating insightful and reflective self-assessment.				
Presenting with integrity, compassion and a respect for confidentiality.				
Communicating effectively with team and/or patients.				
Consistently interacting well/collaborating with others to create a positive working atmosphere.				

**Rotation Four**

Date of Elective: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

<b>During this Elective the student is:</b>	Cannot Assess	Meeting Expectations	Partially Meeting Expectations	Suggestions for Improvement
Punctual and present for all required sessions with preceptor/team.				
Professional in demeanor, language and appearance.				
Demonstrating enthusiastic initiative and self directed learning.				
Demonstrating insightful and reflective self-assessment.				
Presenting with integrity, compassion and a respect for confidentiality.				
Communicating effectively with team and/or patients.				
Consistently interacting well/collaborating with others to create a positive working atmosphere.				

**Rotation Five**

Date of Elective: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

<b>During this Elective the student is:</b>	<b>Cannot Assess</b>	<b>Meeting Expectations</b>	<b>Partially Meeting Expectations</b>	<b>Suggestions for Improvement</b>
Punctual and present for all required sessions with preceptor/team.				
Professional in demeanor, language and appearance.				
Demonstrating enthusiastic initiative and self directed learning.				
Demonstrating insightful and reflective self-assessment.				
Presenting with integrity, compassion and a respect for confidentiality.				
Communicating effectively with team and/or patients.				
Consistently interacting well/collaborating with others to create a positive working atmosphere.				

**Student's Grade:**

**Meets Expectations**

**Partially Meets Expectations**

\*If student does not meet expectations, describe focus of remediation

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\_\_\_\_\_  
Preceptor's Signature

\_\_\_\_\_  
Date

**FOR STUDENT:**

Do you agree with this evaluation?       Yes       No

Comments:

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\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Submit this evaluation on-line to the Electives Coordinator.

A copy of the clinical diary, paper, and abstract should be submitted on completion of the evaluation.

\_\_\_\_\_  
Electives Unit Head (Med 1&2) Signature

## FREQUENTLY ASKED QUESTIONS

Most of the relevant information about Elective is contained in this manual. However, new issues always arise. The following are some frequently asked questions by students over the past few years.

**QUESTION:**

Can I do more than one Elective at any one time?

**ANSWER:**

No. At any one time, only one Elective is permitted. The commitment for an Elective is significant and time constraints would not permit doing two Electives concurrently.

**QUESTION:**

Can I do my Elective on two half days a week rather than one, as assigned?

**ANSWER:**

No. The time for the Elective is designated as one half day a week. Two half days a week are set aside for Self-Directed Learning, of which Electives is one. However, there is flexibility in choosing the day for Elective (Monday or Wednesday). In situations where you and/or your preceptor is away for a week, you may make up for the time missed by using two half days in the next week. This must be done in agreement with the preceptor.

**QUESTION:**

I found an area of interest but my preceptor is not available on Monday or Wednesday. Can I choose another day?

**ANSWER:**

No. The Elective can only be on Monday or Wednesday within the allotted time.

**QUESTION:**

My preceptor is in Halifax Regional Municipality (HRM) but does some clinics in Windsor, Nova Scotia. Can I attend those clinics?

**ANSWER:**

No. Electives should only be held in the HRM area. (This also applies to Saint John, New Brunswick). Traveling takes time and can be very unpredictable in winter weather.

**QUESTION:**

Do I need to show the final version of the Elective proposal to my preceptor before submitting?

**ANSWER:**

Absolutely. Once you have submitted your proposal, it implies that your preceptor has given the final approval and is in agreement with all aspects of your application including objectives, methodology, etc. Therefore, your preceptor **MUST** see the final version of your proposal before you submit.

**QUESTION:**

Will my preceptor see approval and/or any changes recommended by the Elective unit regarding my submitted application?

**ANSWER:**

No. Currently, the one45 system does not permit your preceptor to get a message indicating approval or any changes recommended. It is your responsibility to give a copy to preceptor. This may change in the future.

**QUESTION:**

Can students work in pairs for their project?

**ANSWER:**

Generally, this is not recommended. While collaboration is not a bad idea, each Elective should have its own specific objectives. One project may not fulfil the objectives for each student. However, there could be unique situations where two students are working in the same discipline on a common project which is larger in scope. In that case, the issue should be discussed with the respective preceptors and the Electives unit head.

**QUESTION:**

I do my Elective on Mondays and next Monday is a statutory holiday. Do I need to make up for the day?

**ANSWER:**

This is optional. Check with your preceptor. Makeup day can only be during the self directed learning time and should not include any other day.

**QUESTION:**

I had intended to do a half-unit Elective but found my experience so good that I want to convert this into a full-unit Elective. Can I do that?

**ANSWER:**

Yes. However, you will need to submit a new proposal online, mentioning this change and re-examining your objectives and project in consultation with your preceptor.

**QUESTION:**

How do I get access to scrubs (for O.R.)? What do I do when my access is not working?

**ANSWER:**

In Halifax, UGME will provide student lists to linens for electives requiring scrub access (i.e. Surgery). You may be required to use paper scrubs for the first few weeks of your electives until access is approved. In Saint John, check with your preceptor. His/her office should be responsible to ensure your access.

**QUESTION:**

What do I need to do if I am sick and cannot make it to my Elective?

**ANSWER:**

Inform your preceptor immediately (phone/email) so that he/she is not expecting you that day. Also, inform the UGME office.

## **The Dr. Stuart “Robbie” Robinson Award Med-1**

The Dr. Stuart “Robbie” Robinson Award was established in 1997 by the Class of 2000 in honor of Dr. Robinson’s extensive and long lasting contributions to medical education at Dalhousie Medical School.

The purpose of this award is to recognize outstanding performance in the Medicine 1 Electives Unit. Students in Medicine 1 are invited and encouraged to submit their Elective papers in May of each year under one of three categories for judging. A committee of reviewers will choose three winners: one in the research-based category, one in the clinic-based category, and a third in the humanities category. Honorable mentions will be made of the runners-up in each category.

The award consists of a book prize for each winner, donated annually by the Dalhousie University Bookstore, and a plaque, donated and maintained by the Dalhousie Medical Alumni Association. The presentation of the award will take place at the annual Medical School Ball in December.

Submissions can be made to the Med 1 Electives class representative and shall consist of four copies of the paper without identification (to ensure unbiased selection), accompanied by a separate information sheet containing the student’s name, address, phone number, and which category they wish to be judged under (papers may be judged in only one category).

The following criteria will be used to evaluate the submissions:

- A. Criteria for judging the research-based project shall include:
  - 1. Quality of the literature review
  - 2. Union of basic and clinical science (i.e. clinical relevance)
  - 3. Quality of original research and significance of findings
  
- B. Criteria for judging the clinic-based project shall include:
  - 1. Quality of presentation
  - 2. Relevance of topic; application to clinical practice
  - 3. Quality of original observations
  
- C. Criteria for judging the humanities-based project shall include:
  - 1. Quality of writing
  - 2. Significance of the work; originality
  - 3. Quality of discussion; quality of conclusions

Literature review submissions will also be considered for awards.

For further information you should contact your Electives Unit class representative