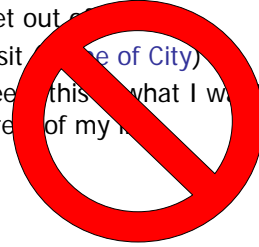


Writing Objectives for Electives

Wade Watson, MD, FRCPC, MEd
Professor of Pediatrics, Dalhousie University
Unit Chair, Electives Unit Med 4
Head, Division of Allergy
IWK Health Centre

What do you think of these objectives for an elective?

- to get out of the city
- to visit (name of City)
- to see (this is what I want to do with the rest of my life)



Why should we care about objectives?

- What is to be learned?
- Was it learned?
- Was learning facilitated?



Common objections to objectives

- effective learning often succeeds without objectives
- objectives highlight the trivial
- objectives remove spontaneity to learning
- some subject matter do not lend itself to objectives
- students will only master objectives



Objectives

By the end of the session you should be able to:

- define the term objective
- identify 4 elements of an objective
- discuss a process to generate an instructional objective that is
 - appropriate to your elective experiences
 - considers the CanMEDS roles of physicians




Electives

- explore your potential future careers
- planned learning activities



Objectives of objectives

- assist your supervisors in establishing an effective educational experience
- establish an important initial interaction with your supervisor
 - discuss, expand or refine objectives



You **should** meet with your elective supervisor on the first day to discuss your objectives



Definition



Instructional Goal

- general statements that describe the major purpose of a program, course or unit of instruction
- provide direction for selection of content
- offer no process for achieving the competency or for assessing the quality of achievement



Goal of this session

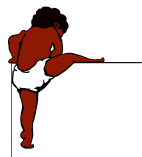
The participant will be able to **generate** and **use** well written objectives that are **appropriate** to their own learning and help them progress to **higher levels** of learning.



Definition

Objective

- statement that describes what the learner will be able to do after completing a prescribed unit of instruction



What they are not!!

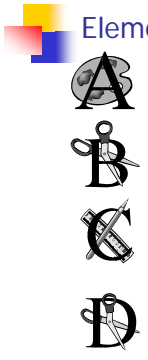
goals

- process for achieving the competency
- process for assessing the quality of the competency

objectives


- statements using the word "understand"

Elements of an Objective



- **Audience**
 - to whom the objective is intended
- **Behavior**
 - specific, observable actions/behaviors that the learner is to perform
- **Condition**
 - relevant factors that affect performance
- **Degree**
 - the level of acceptable performance

RUMBA Rule



- R Relevant
- U Understandable
- M Measurable
- B Behavioral
- A Achievable

Roles of Physicians in the 21st Century, RCPSC

- Medical Expert
- Communicator
- Collaborator
- Manager
- Health Advocate
- Scholar
- Professional

http://rcpsc.medical.org/canmeds/bestpractices/framework_e.pdf

Medical Expert

- establish and maintain clinical knowledge, skills and attitudes appropriate to their practice
- perform a complete and appropriate assessment of a patient
- use preventive and therapeutic interventions appropriately
- seek appropriate consultation from other health professionals

Medical Expert- Allergy

1. describe the common signs and symptoms of problems commonly seen by the allergist
2. formulate a differential diagnosis for common allergic symptoms
3. describe avoidance strategies for common allergens
4. formulate a basic management plan for specific problems commonly seen by the allergist
5. describe those children who would benefit from an allergy consultation

Communicator

- establish therapeutic relationship with patients/families
- obtain and synthesize relevant history from patients/families/communities
- listen effectively
- discuss appropriate information with patients/families and the health care team



Communicator- Allergy

1. establish relationships with patients and families that are characterized by understanding, trust, respect, empathy and confidentiality
2. demonstrates appropriate interviewing skills
3. presents cases in an accurate, complete and organized fashion
4. complete patient instruction forms (e.g. an asthma action plan) as applicable
5. write a letter of consultation which includes all relevant information



Collaborator

- participate effectively and appropriately in an interprofessional healthcare team
- effectively work with other health professionals to prevent, negotiate, and resolve interprofessional conflict



Collaborator- Allergy

1. develop a care plan for a patient
 - investigation, treatment and continuing care
 - in collaboration with the members of the healthcare team
2. participate in an interdisciplinary team meeting
 - demonstrate the ability to accept, consider and respect the opinions of other team members



Manager

- participate in activities that contribute to the effectiveness of their health care organizations and systems
- manage their practice and career effectively
- allocate finite healthcare resources appropriately
- serve in administration and leadership roles as appropriate



Manager- Allergy

1. chair an allergy team meeting
2. participate effectively in other meetings



Health Advocate

- respond to individual patient health needs and issues as part of patient care
- respond to the health needs of communities that they serve
- identify the determinants of health of populations that they serve
- promote the health of individual patients, communities and populations



Health Advocate- Allergy

1. demonstrates and promotes active involvement of the patients and families in medical decision-making



Scholar

- develop, implement and monitor a personal continuing education strategy
- critically appraise medical information
- facilitate learning of patients, students and other health professionals
- contribute to development of new knowledge



Scholar- Allergy

1. critically review a scientific paper relevant to clinical immunology and allergy



Professional

- demonstrate a commitment to their patients, profession, and society
 - through ethical practice
 - participation in physician-led regulation
- demonstrate a commitment to physician health and sustainable practice



Professional- Allergy

1. display attitudes commonly accepted as essential to professionalism:
 - honesty and integrity
 - aware of limitations of knowledge, skills
 - compassion and empathy
 - attitudes towards patients and families
 - reliability, responsibility and conscientiousness
 - arrives on time for clinic
 - arrives on time and is prepared for learning sessions



Some actual Med IV objectives



Medical Expert:

- 1. To become proficient in the sequential analysis of any CXR using pt identification, markers, quality of film, position of pt, respiratory effort, soft tissue structures, abdomen, skeletal structures, shadows, hila, and lungs as essential descriptors of each film. At least 20 films should be reviewed with an experienced radiologist in this manner. 2. To clearly differentiate between air space and interstitial lung diseases based on CXR findings. 3. To be able to list the contraindications to contrast agents in XRAY imaging. (at least 9). 4. To be able to list the main advantages and disadvantages of each of the major imaging modalities used in the Capital Health district. 5. To become familiar with the differences between T1 and T2 weighted images, and list at least 5 of these differences. 6. To observe at least 4 egs of each of the following CXR anomalies: pulmonary edema, pleural effusion, Air space disease, interstitial lung disease, pneumothorax, pulmonary nodules and/or masses, atelectasis, and Kerley B lines. 7. To be able to recognize the following fractures on radiograph: transverse, oblique, spiral, avulsion, and impacted. At least 1 example of each should be observed. 8. To use a sequential approach in describing abdominal films using pt identification, film quality, skeletal structures, superficial, deep, and intermediate soft tissues, hollow viscera, gas patterns, & large vs small bowel in describing these films. At least 10 films should be reviewed in this manner with an experienced radiologist. 9. To know the differentiating features of ileus from bowel obstruction on plain films and/or CT. 10. To observe and describe at least 1 film each of volvulus and toxic megacolon. 11. To be able to describe the structures being assessed and indications for the following tests: barium enema, SBFT, upper GI series, and barium swallow. 1 example of each should be observed. 12. To be able to describe the US v.s. CT findings of HCC, hepatic abscesses, and hydatid cysts. 13. To use soft tissues, bone, cortical parenchyma, ventricular systems, and fat shift in approaching the interpretation of head CTs. At least 5 head CTs should be reviewed with an experienced radiologist in this manner. 14. To observe at least 3 head CTs or MRIs which demonstrate early, subacute, and chronic changes following a cerebrovascular infarct. 15. To review the results of at least 1 HIDA scan with an experienced radiologist.



Communicator:

1. To become familiar with the Radiology programs used for voice dictation and dictate at least 5 reports.
2. To give a verbal report of an image to at least 5 physicians.



Collaborator:

1. Observe a radiology technician prep pts for at least 1 of each of the following procedures: CT, MRI, CXR, (1 of barium swallow, barium enema, SBFT, upper GI series), HIDA scan.



Scholar:

1. Attend weekly radiology rounds & resident teaching seminars.




Professional:

1. To become introduced to Radiology as a potential career choice.
2. To spend at least 1 day with an interventional radiologist.




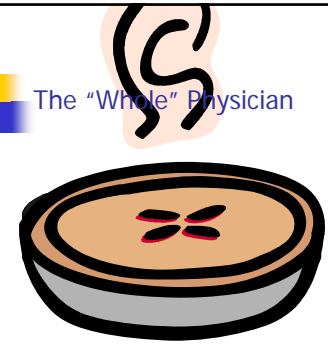
Medical Expert:

- Under close supervision, I will be able to manage an uncomplicated labour and delivery with minimal assistance. I will be able to recognize the need for and know the techniques of urgent & emergent obstetrical procedures (induction, vacuum/forceps, C-section, shoulder dystocia maneuvers, etc.)


 **Objectives**


- Collaborator:
 - I will become more familiar with common gynecologic problems and specifically recognize when referral to a gynecologist is indicated.
- Scholar:
 - I will complete one literature review on a topic relevant to general obstetrics.
- Professional:
 - I will be able to discuss potentially complicated/socially loaded issues such as prenatal screening, abortion, adoption, with patients in a non-biased and professional manner.

 **The "Whole" Physician**



- Professional
- Manager
- Health Advocate
- Medical Expert
- Scholar
- Collaborator

 **Objectives**



By the end of the session you should be able to:

- define the term objective
- identify 4 elements of an objective
- discuss a process to generate an instructional objective that is
 - appropriate to your elective experiences
 - considers the CanMEDS roles of physicians