

Orientation for New Electives and Subinternships



Table of Contents

Purpose.....	3
Students and your Workflow.....	3
Communication before the rotation.....	3
Orienting and onboarding to the rotation	3
Best form of communication	3
Setting expectations	3
Oversight.....	4
Scheduling	4
Day to day management	4
Mid clerkship feedback	4
Summative feedback.....	4
Grading	5
Collecting and integrating feedback	5
Submitting your students' grade and timing	5
Grading appeals process	5
Excused absences/time off	5
Course Feedback	5
Course Handoff	6
Special Circumstances	6
Additional resources, links, and contacts.....	6
New Elective/Subinternship Checklists	7

Purpose

This document is designed to help onboard Course Directors and Coordinators who are launching a new CAMED Elective or subinternship, or assuming responsibility for an existing rotation. In this document are a number of tips, resources, and suggestions that can help with this process. This is not designed to be all-inclusive, but rather to capture some of the most common and useful elements that can help smooth the process of launching or taking over a CAMED elective

Students and your Workflow

Communication before the rotation

Students should have signed up for your course well in advance of starting so you know who is starting at the beginning of each block. You should reach out to them at least one week in advance of their starting to ensure that they are reminded of where they should report, who should they report to, and what the expectations are. You can find out who is signed up for your course here: <https://mybustudent.bu.edu/>. It can be helpful to send them a customized welcome note for the rotation. If they are expected to work with an inpatient team, then make sure they are connected with the point of contact for the team (e.g. attending physician, chief resident, etc).

It is advised to alert the faculty, residents, APPs, and other participating/interacting members of your department which student(s) are coming on service, their educational year, and where they are from (e.g. CAMED, outside institution, etc).

Orienting and onboarding to the rotation

Best form of communication

It is important to determine the best form of communication for your rotation with your students. Set this at the beginning of the rotation so students know what channel(s) they should be using while they are on service. This can vary depending on the rotation.

Setting expectations

It is important to communicate to the student what is expected of them to successfully complete the rotation to maximize their education. Students will typically want to know how to also perform at their best, and see this reflected in their grade. Making sure that clear goals and expectations are given and clearly describe how they will be used for their final evaluation. Additionally, please describe how grades are calculated (what rubrics are used) at the beginning of the rotation. Transparency around grading is important.

Oversight

Students should have appropriate oversight to facilitate learning, ensure growth over time of the rotation, and to ensure that they are able to effectively contribute to the team. This is often by the Course Director but can include other faculty who are assigned to the rotation. This should be communicated to the student.

Scheduling

Having a clearly delineated schedule is important and will help the student learn and contribute effectively. Be prepared for changes that may occur in the schedule, and make sure the student knows who to talk to in order confirm the schedule of activities. Knowing who to speak to when there is a change in the schedule will also be important as last minute changes can occur.

Day to day management

While this can vary based on the rotation, there should be appropriate communication with the student on rotation to ensure that their daily learning opportunities and responsibilities are clear. This can be a faculty, resident, or administrator, depending on the rotation.

Mid clerkship feedback

The goal of the mid clerkship meeting is to provide students with feedback about their performance and areas they can focus on to improve over the last half of the rotation, as well as a time to check in about any questions or concerns they might have. To prepare for the meeting, the Course Director should be apprised of the student's performance, if they are not directly assessing the student for this feedback milestone, or even if they are, having other faculty weigh in on student performance is also helpful for certain rotations. If there is concern that a student may not be performing well on rotation, then steps to improve performance should be outlined at this meeting, if not already done so. The mid-clerkship meeting is typically done by the Course Director but can be done with other faculty if the rotation structure would put the student in regular contact with that faculty member, particularly if they are working with them clinically. **Be sure to inform the student at the time of the Mid Clerkship Feedback that this is the intent of that meeting, so students are aware and receptive.** After the meeting, you should document that this occurred however you decide is most appropriate (Sub-I directors/administrators will fill out confirmation that the meeting was done a shared form provided by the Medical Education Office). In addition to the formal mid clerkship meeting, you should encourage other faculty and residents to give students direct feedback frequently throughout the rotation.

Summative feedback

Having an organized, scheduled plan to gather feedback in advance of the student getting end of rotation feedback is important. The Administrator, Course Director, or both may gather this from the faculty as applicable. Generally, the Course Director will provide end of rotation feedback directly to the student, in advance of submitting a formal evaluation. Often times there is not enough feedback from faculty to

provide a comprehensive debrief, so be considerate that you do not provide summative feedback at the conclusion of the rotation that might not be consistent with the final evaluation.

Grading

Collecting and integrating feedback

As mentioned above, you should gather the necessary feedback to create a detailed account of the student's performance. If multiple faculty, residents, and other team members are involved in the student's learning, then it is recommended that the Administrator or Course Director collect this in a timely fashion so this can be used to submit the student's grade on time.

Submitting your students' grade and timing

Be sure to complete the student's evaluation and grade assignment before the deadline. You can find the timing and policies here: <https://www.bumc.bu.edu/camed/offices-services/md-program-offices/medical-education/policies/grade-submission-policy/>

Grading appeals process

If a student receives a grade that they wish to appeal, be aware that there is a policy that governs this process which involves formally requesting an appeal from the school registrar. It can be found here: <https://www.bumc.bu.edu/camed/offices-services/office-of-the-dean/evaluation-grading-and-promotion-of-students/>.

You can also refer to this link: <https://www.bumc.bu.edu/camed/offices-services/md-program-offices/registrars-office/current-medical-students/policies-procedures/>

Excused absences/time off

It is important to know about the policies for time off and other excused absences, including what is allowed for students who are going on interviews during the span of your rotation. The policies are here <https://www.bumc.bu.edu/camed/offices-services/md-program-offices/medical-education/policies/attendance-time-off-policy/>. The form is here <https://wwwapp.bumc.bu.edu/MedPersonalDays/Home>

Course Feedback

Students who take your course are sent feedback forms to describe their experience. Once the academic year is done, this feedback is compiled and a summary report is created. In the first half of the next

academic year, this feedback is made available to the Course Director, Administrator, and Department Chair. If too few students take your course over the year, where their evaluation may be identified, we do not release the specifics of the evaluation to protect their anonymity and the process.

Course Handoff

In the event that a Course Director or Administrator changes, it is important to have an internal process to handoff the course to the person who will take over that role. This brief orientation primer can be a part of that handoff process. The Chair of ECS and the ECS Administrator can also assist in this process. It will be important to ensure that any students that are signed up for the course are informed of changes in contact and oversight. Alerting the Registrar, ECS Chair, and ECS Administrator of changes should be a part of the handoff process so internal records can be updated and routing of evaluation and feedback can be kept current. For Sub-I changes, please also inform the Assistant Dean of Curriculum and Instructional Design.

Special Circumstances

Over the course of a rotation you may encounter individuals' circumstances that may be outside of standard expectations. You should feel free to contact the MEO, Registrar, Associate Dean of Students, Associate Dean of Medical Education and/or ECS to get guidance and assistance. This can include, but not limited to the following:

- 1) Unusual number of absences/concerns about attendance (>3 absences in a 4 week period) – Priya Garg (prgarg@bu.edu), Associate Dean for Medical Education
- 2) Student illness or other emergent circumstances – Angela Jackson (hjackson@bu.edu), Associate Dean, Student Affairs Office
- 3) Professionalism concerns – Angela Jackson (hjackson@bu.edu), Associate Dean, Student Affairs Office
- 4) Student requests for a non-standard dates for duration of their rotation (e.g. off of normal CAMED blocks) – Registrar's Office (camedreg@bu.edu)
- 5) Managing change in availability of course director or course administrators – Registrar's Office (camedreg@bu.edu)
- 6) Academic concerns- Priya Garg (prgarg@bu.edu), Associate Dean, Medical Education Office. Please report any academic concerns as early as possible.

Additional resources, links, and contacts

- 1) ECS Chair – Anand Devaiah, MD (adevaiah@bu.edu)
- 2) ECS administrator – Helen Luong (hluong1@bu.edu)

3) Viewing courses:

<https://wwwapp.bumc.bu.edu/busm/eads/directors/Account/Login?ReturnUrl=%2Fbusm%2Feads%2Fdirectors%2F>

4) Links to:

a. ECS Page: <https://www.bumc.bu.edu/camed/education/md/medical-education-committees/ecs/>

b. MEC Page: <https://www.bumc.bu.edu/camed/education/md/medical-education-committees/mec/>

5) MedHub: <https://www.bumc.bu.edu/edtech/medhub-resources/>

6) Resources for clerkships: <https://www.bumc.bu.edu/camed/offices-services/md-program-offices/medical-education/faculty-resources/>

7) Medical Education Policies: <https://www.bumc.bu.edu/camed/offices-services/md-program-offices/medical-education/policies/>

New Elective/Subinternship Checklists

Creating a new elective/subinternship:

- ☐ Identify a single faculty director and administrative coordinator for the course
- ☐ Review instructions on curriculum development and template to develop your course
- ☐ Submit this to ECS
- ☐ Review feedback/edits from ECS (If applicable)
- ☐ Submit edits (if applicable)
- ☐ Receive approval
- ☐ Provide BU email and BUID for course administration systems (Course Director and Administrator)
 - Or** request BU credentials and submit when they are received
- ☐ Receive course catalog number
- ☐ Set up student evaluations

Implementing your elective/subinternship (NOTE – timing for subinternship implementation can vary depending on submission time and subinternship optimization requirements):

- ☐ Contact students ahead of their block
- ☐ Orient students to the elective
- ☐ Provide mid clerkship feedback

- ___ Obtain summative feedback from faculty
- ___ Provide end of course feedback
- ___ Submit final grade form

Taking over a new elective/subinternship:

The following should be done in conjunction with the outgoing Course Director and/or Course Administrator when a change in course leadership is known.

- ___ Notify by email the Registrar and MEO and about the course leadership change
- ___ Set up meeting with ECS Chair to review/orient/ask questions (or with the Assistant Dean of Curriculum and Instructional Design for subinternships)
- ___ Review Course description, goals, objectives
- ___ Provide BU email and BUID for course administration systems (Course Director and Administrator)
 - Or** request BU credentials and submit when they are received
- ___ Review grading forms
- ___ Review plan for day-to-day, week-to-week assignments
- ___ Plan for obtaining summative faculty feedback
- ___ Allocate time for orientation, mid clerkship feedback and summative feedback sessions
- ___ Set up orientation plan for new students
- ___ Review which students are signed up for forthcoming blocks