**Elective Name and Site Location:**

**Sponsoring Institution:**

**Duration of Elective** (2 week or 4 week intervals): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pre-requisite for elective**:

**Blackout dates (if applicable):**

**Elective Educational Objective**:

*Example: To provide the GME learner with clinical experience in a rural Addiction Medicine practice*

**Educational Experiences**

* *Example: Participate in group sessions on Tuesday afternoons, accompany case manager to community setting sites, etc.). Consider adding a weekly schedule of educational events*

**Goals and Objectives of the Elective:**

|  |  |
| --- | --- |
| **Patient Care Competencies:** | |
| **Objectives**  *Example: Competently perform bone marrow transplants* | **ACGME Competencies** |
|  | *Example PC-2* |
| **Medical Knowledge Competencies:** | |
| **Objectives**  *Example: Understand the physiology of complex congenital heart disease* | **ACGME Competencies** |
| 1. Reviews [Module 1: Introduction to the Social Determinants of Health - RHIhub Toolkit (ruralhealthinfo.org)](https://www.ruralhealthinfo.org/toolkits/sdoh/1/introduction) and applies learning to the development of rural-sensitive management plans for patients with complex presentations | MK-1 |
| **Communication Competencies:** | |
| **Objectives:**  *Example: Demonstrate professional communication in complex and stressful situations around addiction* | |
|  |  |
| **Professionalism Competencies** |  |
| **Objectives**  *Example: Analyze ethical cases in Reproductive Endocrinology and infertility* | **ACGME Competencies** |
|  |  |
| **Practice-based Learning and Improvement Competencies:** | |
| **Objectives**  *Example: Engage in self-reflection around implicit bias to inform care of marginalized patients* | **ACGME Competencies** |
|  |  |
| **System Based Practice Competencies:** | |
| **Objectives**  *Example: Effectively coordinate care of the complex patient with interprofessional and interdisciplinary team members* | **ACGME Competencies** |
|  |  |

**Recommended Reading for Elective:**

1. [Rural Health Equity Toolkit - RHIhub (ruralhealthinfo.org)](https://www.ruralhealthinfo.org/toolkits/health-equity)
2. [Social Determinants of Health in Rural Communities Toolkit - RHIhub Toolkit (ruralhealthinfo.org)](https://www.ruralhealthinfo.org/toolkits/sdoh)
3. *(list key articles, chapters, pre-work, e-modules, implicit bias training, etc. critical to this elective experience)*

**Trainee Responsibility for Evaluation**:

*Examples:*

1. *Complete an anonymous evaluation of the rotation (link)*
2. *Solicit 2 evaluations from 2 faculty members you have worked closely with (link)*
3. *Solicit 1 evaluation from an inter-professional team member you have worked closely with (link)*
4. *Provide a reflection journal entry of how this elective impacted your education and understanding of…*

**Faculty Responsibility for Evaluation:**

*Examples:*

1. *Complete a faculty evaluation of the learner within 2 weeks of end of rotation in New Innovations*
2. *Provide formative evaluation weekly, verbally*

**Housekeeping:**

Vacation allowed? (Y/N): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Housing Available (Y/N), details \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parking Available (Y/N): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EMR at rotation site (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EMR training provided if needed? (Y/N): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For more information contact:

Elective site Administrative contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rotation Director name and contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_