MD Program
UNIVERSITY OF TORONTO

Office of Faculty Development

# ICE Clinical Skills

## Faculty Orientation

2022-23


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**Associate Director, Clinical Skills**

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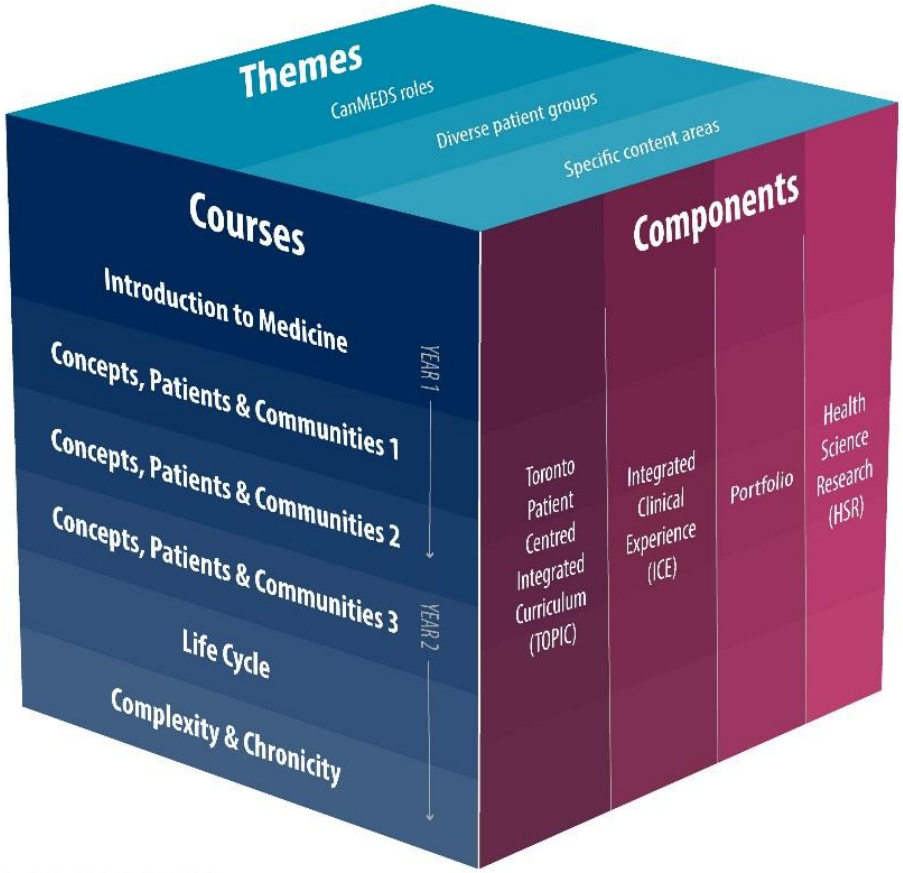
**Director, Faculty Development**

# Learning Objectives

1. Describe overview of Clinical Skills for 2022-23
2. Explain your role and expectation as a clinical skills tutor
3. Identify teaching strategies to deal with common teaching challenges experienced by a clinical skills tutor
4. Learn feedback tips and practice feedback

# The Structure

## Foundations Curriculum



# Courses

YEAR 1

Introduction to Medicine

Concepts, Patients and Communities 1

Concepts, Patients and Communities 2

Concepts, Patients and Communities 3

YEAR 2

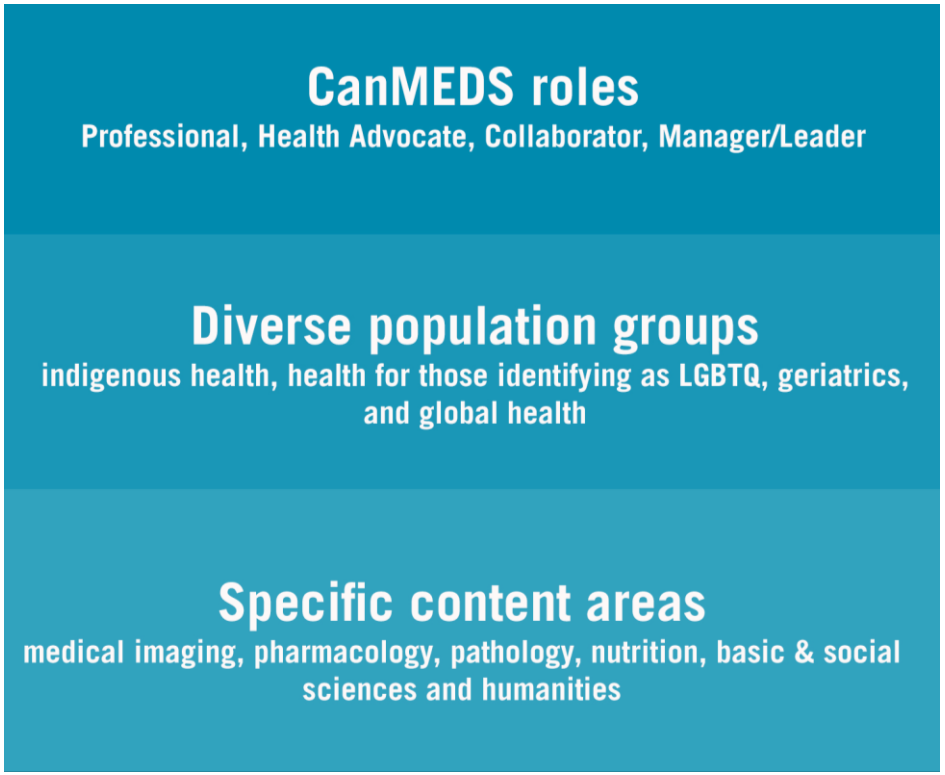
Life Cycle

Complexity and Chronicity

# Components

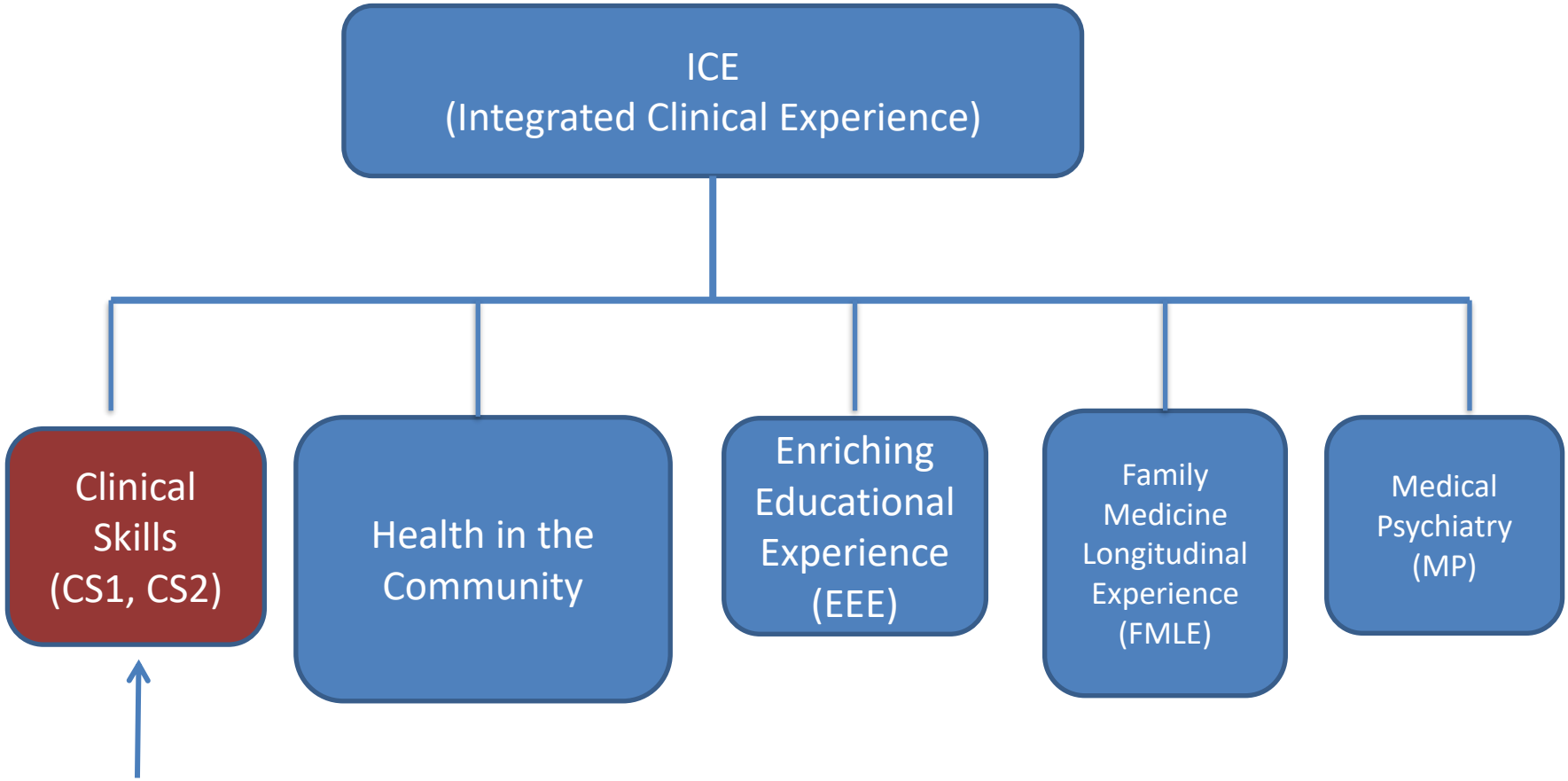
Toronto Patient-Centered Integrated Curriculum (TOPIC)
Integrated Clinical Experience (ICE)
Portfolio
Health Science Research (HSR)

# Themes


CanMEDS roles
Professional, Health Advocate, Collaborator, Manager/Leader
Diverse population groups
indigenous health, health for those identifying as LGBTQ, geriatrics, and global health
Specific content areas
medical imaging, pharmacology, pathology, nutrition, basic & social sciences and humanities

# ICE - Integrated Clinical Experience

- The setting in which students will learn clinical skills in the Foundations Curriculum, in addition to their participation in other clinical and community based educational activities


ICE
(Integrated Clinical Experience)
Clinical Skills (CS1, CS2)
Health in the Community
Enriching Educational Experience (EEE)
Family Medicine Longitudinal Experience (FMLE)
Medical Psychiatry (MP)
Formerly ASCM 1 and ASCM 2

# YEAR 1

# Foundations Curriculum
# Sample timetable – year one

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| AM | Lecture | Anatomy / Longitudinal Theme Lecture | Self-Learning Day | HSR/ Longitudinal Theme Lecture | ICE: Clinical Skills |
| PM | Case-based learning (student led) | Anatomy / Portfolio | | Case-based learning (faculty led) | Integrated Summary & Application Lecture |

**Please note: Timetables will vary from week to week. This timetable is an illustrative example of a typical week in year one.**

# Pandemic Considerations

- 2020-21 and 2021-22 had substantial VIRTUAL content/sessions
- 2022-23 plan to return to IN-PERSON sessions
  - Very few exceptions
  - Some content better delivered virtually
  - Virtual care curriculum

# Clinical Skills 1

- Clinical skills teaching sessions occur weekly on Friday mornings over 4 hours
  - 8am-12 noon
- Academy based, groups of 6 students
- Tutors will be teaching basic clinical and communication skills to students

# CS1 - ASSESSMENTS

- Mid-year formative feedback (no more exam)
- Final OSCE
- 4 case reports
- 2 Clinical Encounter cards

# YEAR 2

# Foundations Curriculum
# Sample timetable – year two

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| AM | Anatomy / Longitudinal Theme Lecture | Self-Learning Day | Case-Based Learning (faculty led) | ICE: Clinical Skills | Lecture |
| PM | Workshops / FMLE | | Integrated Summary & Application Lecture / Portfolio/ HSR | ICE: HC/ ICE: FMLE | Case-Based Learning (student led) |

**Please note: Timetables will vary from week to week. This timetable is an illustrative example of a typical week in year two.**

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# Clinical Skills 2

- Clinical skills teaching sessions occur weekly on Thursday mornings over 4 hours
  - 8am – 12 noon
- Academy based, groups of 6 students
- Each Clinical skills group will have its own timetable.  Please check Medsis for the latest updates

# Clinical Skills 2

**Sessions occur in blocks**:

- MSK
- Neurology
- Psychiatry
- Pediatrics
- Geriatrics

**Subspecialty sessions also will be taught:**

- Otolaryngology
- Ophthalmology
- Urology
- Breast
- Pelvic exam

# CS2 - ASSESSMENTS

- CS questions on ME's
- 3 oral presentations
- 2 case reports
- Mid-year observed history and physical
- Final OSCE
- Clinical skills log book

# Clinical Skills Log Book

- A list of physical examination maneuvers that students are expected to be proficient by the end of year 2
- Tutors to sign off on items that they observed
- Students will be bringing paper copies during the session
- Due date at last Core session of year (May 11, 2023)

# Assessment

## Final OSCE

- Passing score of the OSCE is determined by the Borderline regression method. This is different from previous years where a passing mark was 60%.

**Borderline Regression Method**

- This is an objective way of standard setting based on the observation made by the examiner
- Picks up more students who may have weaknesses in clinical skills
- Both CS1, CS2 and clerkship now use this method

# Accessing and using your Clinical Skills teaching materials

# Elentra

https://meded.utoronto.ca/

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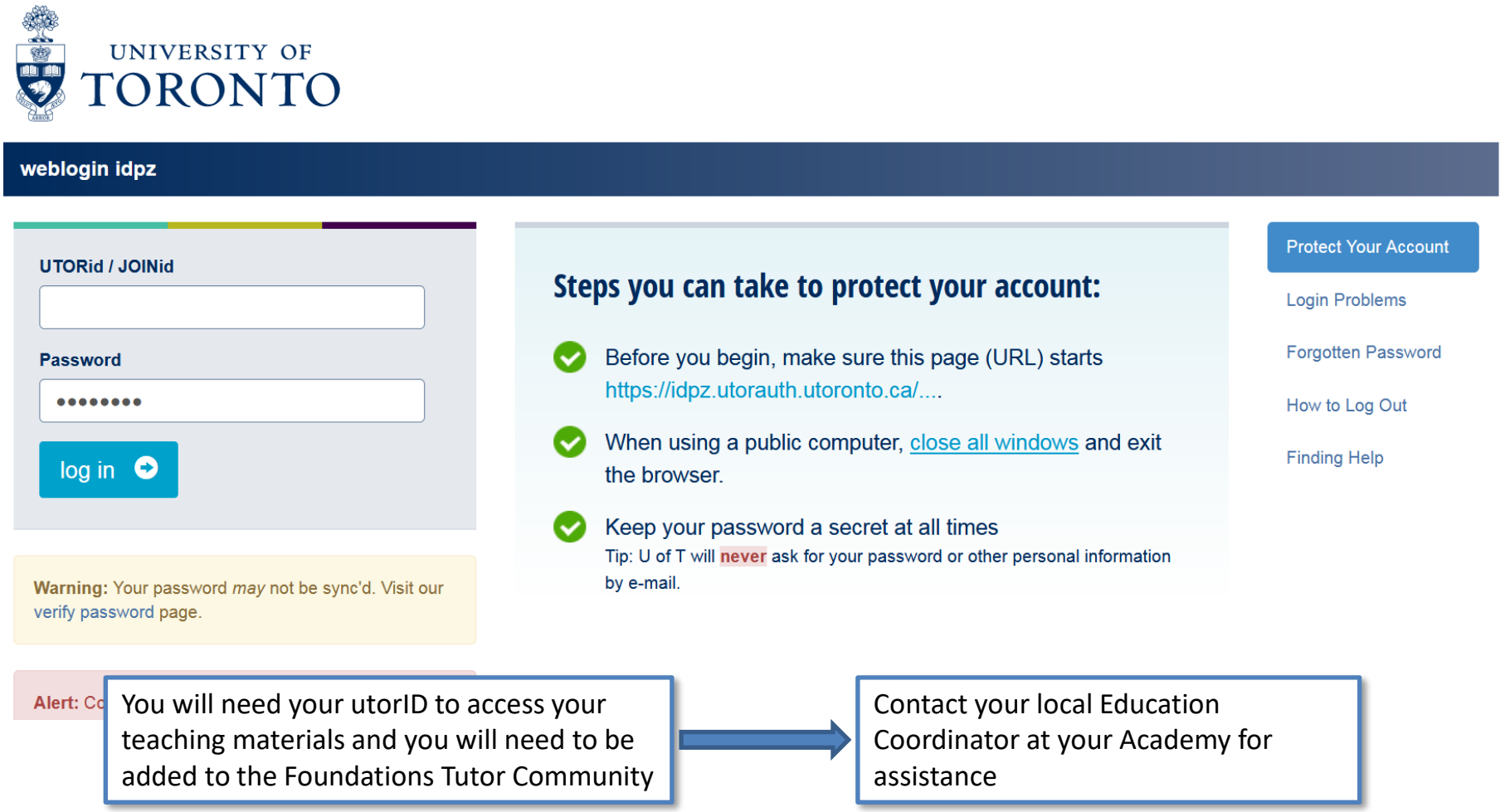


You will need your utorID to access your teaching materials and you will need to be added to the Foundations Tutor Community

Contact your local Education Coordinator at your Academy for assistance

# Welcome to ,

Our integrated online teaching and learning platform. Since this is likely your first time logging in, we just need to collect a bit of information to finish provisioning your account.

## My Bookmarks

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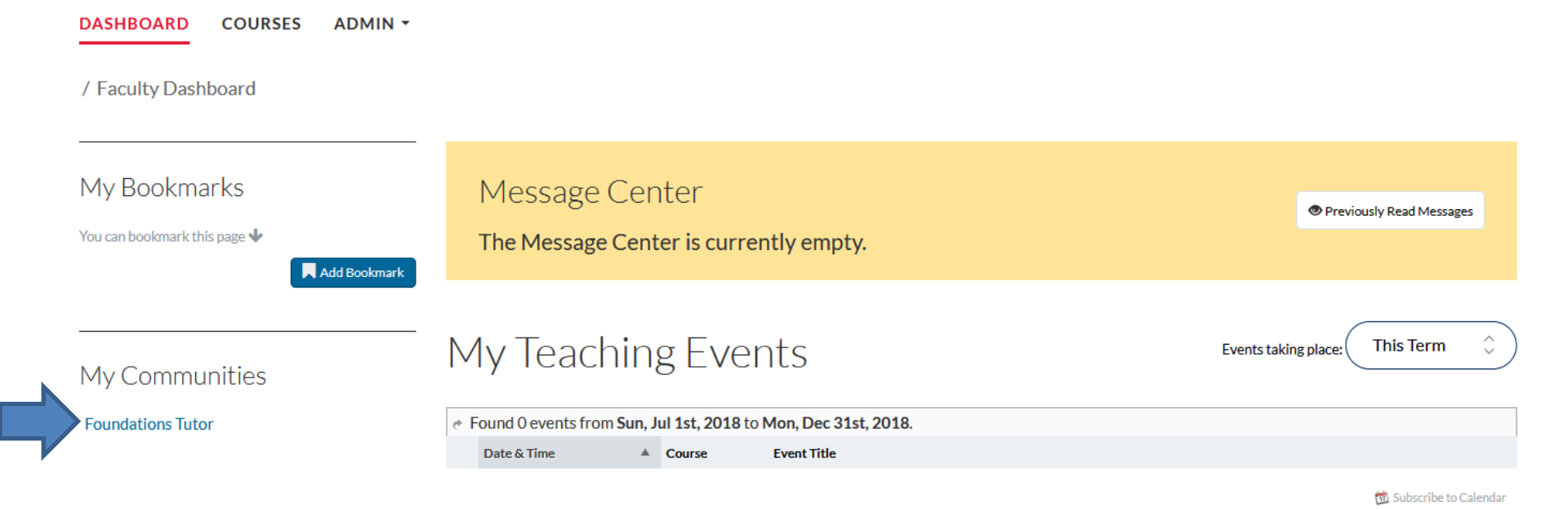
## Privacy Level Setting

contains a **People Search** tab, which acts a directory of people associated with your institution. You can lookup people using a simple name search or by browsing through groups. Please tell us how much information you wish to reveal about yourself when other students use People Search.

- **Complete Profile**: show the information I choose to provide.
  This means that normal logged in users will be able to view any information you provide in the **My Profile** section. You can provide as much or as little information as you would like; however, whatever you provide will be displayed.
- **Typical Profile**: show basic information about me.
  This means that normal logged in users will only be able to view your name, email address, role, official photo and uploaded photo if you have added one, regardless of how much information you provide in the **My Profile** section.
- **Minimal Profile**: show minimal information about me.
  This means that normal logged in users will only be able to view your name and role. In other words, people will not be able to get your e-mail address or other cont information.

Proceed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Foundations Tutor
Message Center
The Message Center is currently empty.
Previously Read Messages
My Teaching Events
Events taking place:
This Term
Found 0 events from Sun, Jul 1st, 2018 to Mon, Dec 31st, 2018.
Date & Time
Course
Event Title
Subscribe to Calendar

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## Course Navigation

- Home
- Announcements
- CBL Tutor
  - Week 1-11 ITM (Aug 26-Nov 15)
  - Week 12-25 CPC1 (Nov. 18-Mar 6)
  - Week 26-36 CPC2 (Mar. 9-May 31)
  - Week 37-52 CPC3 (Aug. 21-Dec. 20
  - Week 53-61 LC (Jan. 6-Mar. 6)
  - Week 62-72 CNC (Mar. 7 - May 31)
- Clinical Skills Tutor
  - Year 1
  - Year 2
- Health in Community Tutor
  - Year 1
  - Year 2
- Health Science Research Tutor
- Portfolio Academy Scholar
  - Year 1
  - Year 2
- Faculty Support

Tutor materials can be found here

# Foundations Tutor

## Home

Thank you for teaching in the Foundations Curriculum!

The MD Program Academic Calendar offers a guide to essential aspects of the MD Program. The Calendar contains a
MD Program, including goals and competencies that underpin our curriculum. It also contains an overview of the curr
brief descriptions of themes and courses - organized by year of study. A separate "Additional Information for Faculty"
helpful resources and contacts for teachers.

More information about the courses in Foundations (including Course Objectives, and materials) is available on each

MED100: Introduction to Medicine

MED120: Concepts, Patients and Communities 1

MED130: Concepts, Patients and Communities 2

MED200: Concepts, Patients and Communities 3

MED210: Life Cycle

MED220: Complexity and Chronicity

## Latest Announcements

**Wednesday May 01st 2019**

DASHBOARD COURSES CURRICULUM ADMIN

# Elentra

CS1: To retrieve your teaching material note the **date** and **week #** that you are teaching

## My Bookmarks

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  - Week 62-72 CNC (Mar. 7 - May 31)
- Clinical Skills Tutor

# Foundations Tutor

# Clinical Skills Tutor - Year 1

Clinical Skills 1 2019-20 Timetable - click HERE

Assessment Due Dates - click HERE

| Week # | Student Session Materials | Tutor Materials |
|---|---|---|
| Week 1 (Aug. 30) | https://meded.utoronto.ca/medicine/events?id=10166 | N/A |
| Week 2 (Sept. 6) | https://meded.utoronto.ca/medicine/events?id=10182 | Week 2 Guide |
| Week 3 (Sept. 13) | https://meded.utoronto.ca/medicine/events?id=10199 | Week 3 Guide |
| Week 4 (Sept. 20) | https://meded.utoronto.ca/medicine/events?id=10212 | Week 4 Guide |

# Elentra

CS2: To retrieve your teaching` material note the **Session** that you are teaching

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Course Navigation

- Home
- Announcements
- CBL Tutor
  - Week 1-11 ITM (Aug 29-Nov 18)
  - Week 26-36 CPC2 (Mar. 6-May 26)
  - Week 37-52 CPC3 (Aug. 23-Dec. 20
  - Week 53-61 LC (Jan. 2-Mar. 3)
  - Week 62-72 CNC (Mar. 3 - May 31)
- Clinical Skills Tutor
  - Year 1
  - Year 2
- Health in Community Tutor
  - Year 1
  - Year 2
- Health Science Research Tutor
- Portfolio Academy Scholar
  - Year 1
  - Year 2
- Faculty Support

This Community

My Membership

- Zia Bismilla
  Joined: 2021-07-12
- Quit This Community

- View All Members

## Foundations Tutor

## Clinical Skills Tutor - Year 2

### Clinical Skills 2 - Master Timetable

- Schedules are subject to change. Contact the administrative staff in your medical education [illegible]
- 22-23 Schedule *(Academy coordinators please refer to the most up to date schedule found on the Foundations OneDrive)*

### Clinical Skills 2 - Log Book

- **The CS2 logbook procedure is being adapted for 22-23.**
  Students are required to complete their Clinical Skills Log Book in order to pass Clinic[illegible] physical examination maneuver, the tutor can sign off on the item in the Log Book. A[illegible] asked to record these details on your behalf in their log books.

### Clinical Skills 2 - OSCE Examiner and Admin Resource

- SEE OSCE SECTION

### Clinical Skills Sessions

**Guides for 2022-2023 will be added as they become availabl[illegible]ase keep checking back for updates.**

| Session | Tutor Guide | Student Material |
|---|---|---|
| Core 1 | • Core 1 Tutor Guide<br>*"students expected to interview[illegible]xamine real patients for this session*<br>• CVS 1 Tutor Guide (Resou[illegible]<br>• CVS 2 Tutor Guide (JVP[illegible]Resource)<br>• CVS 3 Tutor Guide (M[illegible]) (Resource)<br>• CVS 4 Tutor Guide[illegible]y taking with SPs; Physical exam r[illegible]Summarizing) (Resource)<br>• Respirator[illegible]m & cardio-respiratory Integrati[illegible]source) | Student Material |
| Core 2 | • Cor[illegible]or Guide<br>*"[illegible]ts expected to interview and examin[illegible]atients for this session* | Student Material |
| MSK Rheumatology 1 & 2 | • MSK1 & MSK2 Tutor Manual<br>MSK1 - Rheum 1 Slides for Tutors<br>PPT Download also available to download as Google Slides: Click HERE<br>• Inspection Module for Tutors<br>PPT Download also available to download as Google Slides: Click HERE<br>• Guidelines and procedures for physical examination of students by peers and tutors_2019-03-12<br>• For reference: Xray Module, GALS Article, Geeky Medics GALS Video | Student Material MSK Rheum 1<br>Student Material MSK Rheum 2 |

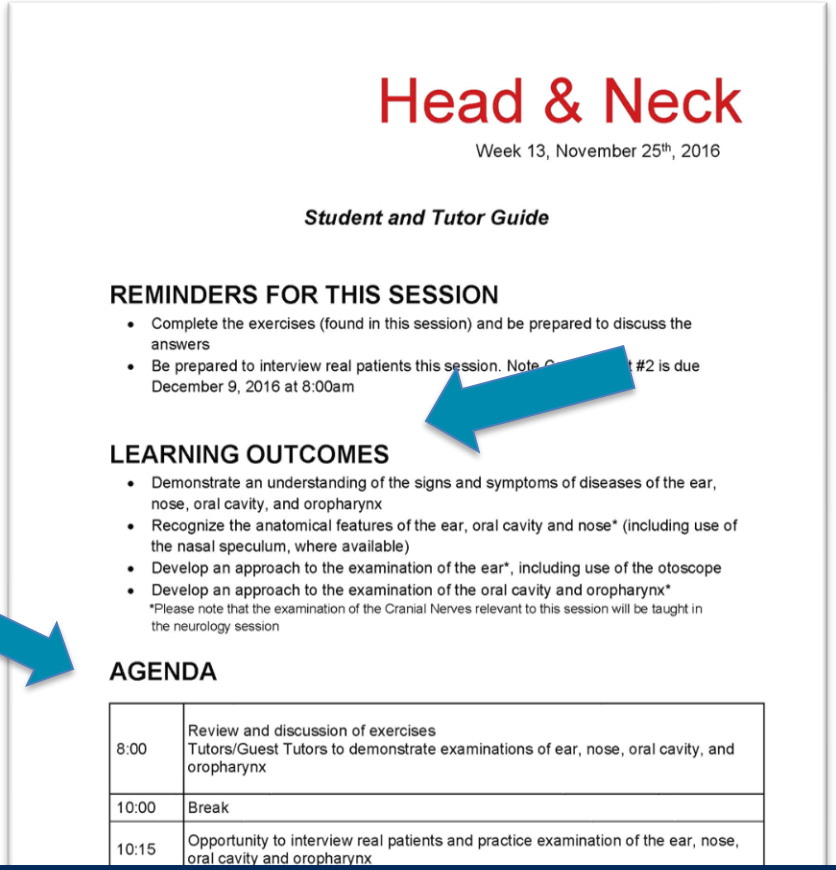
# Session Guide (Syllabus)

- Student Guide and Tutor Guide
- Learning outcomes
- Agenda
- Content for the session
- Links to reading material, videos
- Tutor guide also contains information for tutors

# What is your role as a clinical skills tutor?

# Keep the group on track to ensure that the learning outcomes are met

Use the suggested "Agenda" as your teaching plan



## Head & Neck

Week 13, November 25th, 2016

***Student and Tutor Guide***

### REMINDERS FOR THIS SESSION

- Complete the exercises (found in this session) and be prepared to discuss the answers
- Be prepared to interview real patients this session. Note C… …t #2 is due December 9, 2016 at 8:00am

### LEARNING OUTCOMES

- Demonstrate an understanding of the signs and symptoms of diseases of the ear, nose, oral cavity, and oropharynx
- Recognize the anatomical features of the ear, oral cavity and nose* (including use of the nasal speculum, where available)
- Develop an approach to the examination of the ear*, including use of the otoscope
- Develop an approach to the examination of the oral cavity and oropharynx*

*Please note that the examination of the Cranial Nerves relevant to this session will be taught in the neurology session

### AGENDA

| | |
|---|---|
| 8:00 | Review and discussion of exercises<br>Tutors/Guest Tutors to demonstrate examinations of ear, nose, oral cavity, and oropharynx |
| 10:00 | Break |
| 10:15 | Opportunity to interview real patients and practice examination of the ear, nose, oral cavity and oropharynx |

# Guide student to develop core skills

| Core Skills | Approach |
| --- | --- |
| Communication Skills | Teach |
| | ↓ |
| | Demonstrate |
| History Taking Skills | ↓ |
| | Observe |
| | ↓ |
| Physical Examination Skills | Give feedback |

# Facilitate clinical skills learning using both standardized patients and real patients

- Tutor guide will inform you when SP or real patients will be used
- You will need to recruit real patients.  Check with your individual hospital site regarding the procedure

# Observe student performance and Provide Feedback

## Observe

- History taking
- Student's physical exam techniques
- Communication with patients

# Observe student performance and Provide Feedback

## Provide Feedback

- Students' communication skills
- Process of interview
- Content
- Organization
- Questioning techniques
- Physical exam techniques
- Oral presentations

# What to expect of students

- Prepared
- Engaged
- Professional
  - Arrives on time
  - Does not leave early
  - Notifies of absences ahead of time, when possible

What are some of the common challenges experienced by medical students in learning Clinical Skills?

# Learner Challenges

- Learning how to do skill but must have fund of knowledge to mobilize
  - Content + skill → performance
  - Must have knowledge and comfort
- Being overwhelmed
  - Lots of content → CBL, Clinical Skills

# Learner Challenges

- Students can become formulaic – not person-centred
- Students may not be comfortable with content
  - Sensitive topics, practicing on real patients, variable experiences with sick people (triggered/panicky or no experience)
- Students may not be confident

# How will you be evaluated?

**My Clinical Skills teacher:**

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|---|---|---|---|---|---|---|
| Uses Clinical Skills time appropriately to meet objectives | ○ | ○ | ○ | ○ | ○ | ○ |
| Is well prepared | ○ | ○ | ○ | ○ | ○ | ○ |
| Provides clear explanations | ○ | ○ | ○ | ○ | ○ | ○ |
| Stimulates students to think | ○ | ○ | ○ | ○ | ○ | ○ |
| Is an effective professional role model | ○ | ○ | ○ | ○ | ○ | ○ |
| Teaches with enthusiasm | ○ | ○ | ○ | ○ | ○ | ○ |
| Facilitates a positive learning environment | ○ | ○ | ○ | ○ | ○ | ○ |
| Is available to learners | ○ | ○ | ○ | ○ | ○ | ○ |
| Provides effective feedback | ○ | ○ | ○ | ○ | ○ | ○ |

| | Unsatisfactory | Poor | Adequate | Good | Excellent |
|---|---|---|---|---|---|
| My overall assessment of this teacher is: | ○ | ○ | ○ | ○ | ○ |

Thank you!