

Teaching Opportunities in the MD Program Pre-Clerkship

Introduction

The McMaster MD Program is a 3-year program leading to the MD degree. The Pre-Clerkship comprises the first 18 months of the program and is divided into 5 units called Medical Foundations (MFs) plus 7 weeks of elective time in July and August. Our students learn through problem-based learning, in small tutorial groups of 6-8 students.

In addition to our Hamilton campus, the medical school has 2 distributed sites: Waterloo Regional Campus and Niagara Regional Campus. All students spend the first unit (MF1) in Hamilton. After that, the curriculum is provided in the distributed sites. This includes the Clinical Clerkship.

During the Pre-Clerkship, there are several roles available to faculty members who are interested in teaching medical students. The roles are described below.

Tutors

A tutor is a faculty member who participates in small group, problem-based learning within the MD Program by acting as the facilitator for a group of 6-8 medical students during a curricular block called a Medical Foundation (MF). The length of the Foundations varies from 9 to 14 weeks. For details of the timing and content of each MF, see Appendix 1 attached.

- **Tutor Training:** Before becoming a tutor, the faculty member should attend the tutor-training and PBL workshops offered by the Program for Faculty Development. To obtain more information or register for these workshops, faculty should go to this website: <http://fhs.mcmaster.ca/facdev>. Workshops are called "PBL – Legacy and Currency"; the first and second days provide the appropriate training.
- **MF Tutor Orientations:** Tutors are also required to attend the MF Tutor Orientation session held before each Medical Foundation. This usually takes about an hour.
- **Attend tutorials:** The tutorial group will usually meet twice each week for about 3 hours each time. The tutorials are generally spaced so that one takes place at the beginning of the week and one at the end, to give the students time to prepare between tutorials. Monday/Thursday afternoon/evening or Tuesday/Friday afternoon/evening are the usual schedules. Tutorials can take place at whichever site is most convenient for the tutor.

The tutor is not meant to "teach" in the traditional classroom sense, but instead to facilitate the learning process for the group. The tutor does not need to be a content expert in the areas being covered in the curricular block. The tutorial cases are provided to the tutors with a "Tutor Guide" which should provide sufficient information for tutors to guide the group even if it isn't their area of expertise.

- **Evaluate students:** In addition to attending the tutorials, the tutor is responsible for evaluating the students in the areas of knowledge, skill and professional behaviour. This is done informally after most tutorials and formally, by written evaluations at mid-unit and at the end of the unit.

The mid-unit evaluations must be clear, specific and timely so that the student has sufficient time and direction to remediate before the end of the unit if there is a problem.

The end-unit evaluation is done online and must be done in a timely way after the end of the Foundation. The summary box from the end-Foundation evaluation appears word-for-word in the student's final transcript so it is very important to students.

- **Mark CAEs:** Several times during each MF, the students write an evaluation exercise called a Concept Application Exercise or CAE. Each tutor marks the CAEs of his/her own students and the marking must be done within a couple of days of the writing of the exercise so that the CAEs can be discussed with the group.

CAEs provide tutors and students with regular feedback about knowledge acquisition during the MF. They are intended to serve as one factor among many that the tutor uses to evaluate the students. In addition, discussing the CAEs gives the group a chance to integrate concepts and identify gaps in their learning.

- **Students evaluate tutor:** In addition to the tutor evaluating the students, the students are asked to evaluate the tutor and these evaluations are provided to the tutor with a copy to his/her department for his/her educational dossier.
- **Stipend:** There is a stipend paid by Education Services to the department of each faculty member who tutors. The amount varies with the length of the Foundation and may change from year to year. Tutors who are not faculty members are paid directly.
- **Educational credits:** Faculty members receive educational credit for tutoring.
- **Contact:** Jane Bennett, Curriculum Coordinator bennj@mcmaster.ca

Clinical Skills Preceptors

A clinical skills or professional skills preceptor is a faculty member or resident who teaches clinical skills to a group of 6-8 medical students in Medical Foundations 1, 2, 3 and 4.

- **Attend preceptor orientation:** Preceptors are requested to attend a short preceptor orientation the week before each MF.
- **Arrange clinical skills sessions:** The preceptor and the students should meet once each week during the MF for 2-2.5 hours at times arranged to suit the group. The basic curriculum is provided by the program in the Preceptor Guide and the Professional Skills Manual. The preceptor is responsible to plan the sessions and hopefully, he/she will be able to provide suitable patients for bedside teaching most of the time. Standardized Patients may be used occasionally. The preceptor is responsible to ensure that the students have the opportunity to learn and practise the clinical skills mandated by the program for that MF.
- **Evaluate students:** The preceptor should provide regular feedback to the students. Formal evaluation is done at mid- and end-unit in MF 1 and at end-unit in MFs 2, 3 and 4. The evaluations must be provided to the students' tutor in a timely way so that s/he can incorporate the evaluation into the overall MF evaluation.
- **Students evaluate preceptor:** Students are asked to provide a written evaluation of their preceptor. A copy will be provided to the preceptor and the DEC or residency program director.
- **Stipend:** There is a stipend paid by Education Services to the department of each faculty member who acts as a preceptor. Preceptors who are not faculty members are paid directly. Residents also receive a stipend. The amount varies with the length of the Foundation and may change from year to year
- **Educational credits:** Faculty members receive educational credit for acting as preceptors.

Specialized Clinical Skills Preceptors

- **MF 3 Reproductive Clinical Skills:** In MF 3, the program recruits faculty and residents with expertise in obstetrics and gynecology who are able to provide 1 or more 90 minute introductory clinical skills sessions covering the basics of a gynaecological exam and an antenatal exam using models to small student groups. There is no stipend associated with this role.
- **MF 5 MSK, Neuro and Psychiatry Clinical Skills:** In MF 5, students learn basic clinical skills relating to musculoskeletal medicine, neurology and psychiatry in a TOSCE (Teaching OSCE) format. The subunit planners in this MF recruit faculty and residents from their own departments/divisions to teach at these events.

There is a stipend paid by Education Services to the department of each faculty member who acts as an MF 5 preceptor. Preceptors who are not faculty members are paid directly. Residents also receive a stipend.

- **Educational credits:** Faculty members receive educational credit for acting as preceptors.
- **Contact:** Jane Bennett, Curriculum Coordinator bennj@mcmaster.ca

Pro Comp Longitudinal Facilitators (LFs)

A longitudinal facilitator (LF) is a health care professional who co-facilitates a group of 10 first year medical students in the Professional Competencies part of the MD Program for the entire Pre-Clerkship.

The Professional Competencies curriculum is a longitudinal, interdisciplinary thread in the MD Program's Curriculum. In this part of the curriculum, students are exposed to the Professional Competencies domains of:

- Effective Communication
- Lifelong Learning
- Moral Reasoning and Ethical Judgment
- Professionalism
- Self Awareness and Self Care
- Population Health
- Social and Cultural Dimensions of Health

- **Attend 2-day training session:** Training is provided in late June..
- **Attend Pro Comp sessions:** The groups meet on Tuesday mornings from 9:00 am-12:00 pm for the entire Pre-Clerkship (September of student's first year until they begin Clerkship at the end of November of their second year). There are no sessions in July and August when the students are on elective.

The material is delivered using a variety of formats -- problem-based tutorials, lectures, group exercises, interactive large group sessions, communication skills sessions with Standardized Patients, role playing, and open tutorial group discussion.

- **Co-Facilitate:** Each group has 2 LFs. One is a physician and the other is a clinician from another health care profession, frequently a social worker. The pairing provides a mix of necessary skills and experience suitable to the material being covered and also acts as a model to the medical students of interprofessional practice.
- **Evaluate students:** The LFs should provide regular feedback to the students. Formal evaluation is done at the end of MF1, MF 3 and MF 5.
- **Students evaluate LFs:** Students are asked to provide a written evaluation of their LFs. A copy will be provided to the LFs and to their DEC if they are faculty members.
- **Stipend:** There is a stipend paid by Education Services to the department of each faculty member who acts as an LF. LFs who are not faculty members are paid directly.
- **Educational credits:** Faculty members receive educational credit for acting as LFs.
- **Contact:** Jane Bennett, Curriculum Coordinator bennj@mcmaster.ca

Student Advisor

Each medical student is assigned a faculty Student Advisor when s/he begins medical school. The student advisor has the following primary roles:

- monitoring academic progress,
 - providing mentorship to students,
 - facilitating referrals for students who experience academic difficulties as a result of learning problems or personal stressors.
 - facilitating a minimum of 2 group meetings during the academic year with the advisee group
- The advisor will follow 6 undergraduate medical students longitudinally through their time in the MD Program. Two new students will be picked up every fall. The advisor meets with the advisees both individually and as a group.
 - The advisor reviews all Medical Foundation, clerkship and elective evaluations in addition to reviewing all examination results (such as the PPI and OSCE's) for each of the students. The file is periodically reviewed in its entirety by the advisor to look for trends, strengths and weaknesses. The advisor maintains an ongoing confidential file of each student.
 - The advisor meets alone with each of the students regularly. Meetings should occur 1-2 times per unit, and every few months through clerkship. These meetings are confidential. Although there is no formal agenda for the individual meetings, the advisor should:
 - discuss current and recent rotations and inquire about any difficulties;
 - review all recent evaluations received;
 - assist student in looking at the 'big picture' by reflecting on major themes, strengths and weaknesses that come out of evaluations;
 - discuss plans for upcoming electives and sign elective forms;
 - inquire about career plans and how electives will be used to further plans, or fill in knowledge gaps;
 - inquire about personal difficulties which may affect academic performance;
 - refer to services as needed to address academic, learning or personal difficulties, or for further assistance with career planning.
 - review the students' learning plans for all electives
 - The advisor will facilitate two or more group meetings per year with their group of student advisees. These meetings should be informal (perhaps including a meal) and it is hoped that peer mentoring will naturally occur in such a setting. One should occur in the fall, and one on the spring. The group meetings might include:
 - discussion of where in the program the students are;
 - discussion of issues of common interest to all students, such as stress management, career planning, and staying healthy;
 - the advisor's role is to facilitate peer mentoring, discussion and support and occasionally offer guidance and perspective.
 - **Stipend:** There is no stipend attached to this role.
 - **Educational credits:** Faculty members receive educational credit for acting as advisors.
 - **Contact:** Gina Furlong, Student Affairs furlong@mcmaster.ca

OSCE Examiner

The MD Program holds three program OSCEs each year, one for each class. They take place in March (3rd year OSCE), June (first year OSCE) and November (second year OSCE), generally on a Tuesday evening from 5:00-11:30 pm.

For each OSCE, the program requires about 90 faculty and residents to act as examiners. Each examiner will observe and give feedback to 20-22 medical students over the course of the evening.

Training and supper are provided. Faculty receive educational credit for this role. There is no stipend attached to this role.

Contact: Jane Bennett, Curriculum Coordinator bennj@mcmaster.ca

Admissions Volunteers

- **Assess Autobiographical Submissions:** Faculty are recruited in the Fall each year to assess medical school applicants' Autobiographical Submissions. Assessors are required to attend a one-hour training session (half hour session offered for those who have participated in this role within a two year time frame), at which time they are given a package of 60 autobiographical submissions to read and score. An autobiographical submission consists of five questions with responses of up to 700 characters. The estimated time to complete the task is 6-8 hours.
- **Interview Applicants:** Faculty are recruited to participate in the Multiple-Mini Interview process by which our medical students are selected. These interviews take place in March and April each year. Assessors must attend a two hour evening training session prior to interview day (mandatory, even for experienced assessors). On interview day, assessors will meet and score 26 applicants in a "station" during which they will interview candidates using a pre-determined question or scenario lasting eight minutes. The total time commitment is 10 hours (2 hour training/8 hour interview day). Breakfast, lunch and parking are provided.

Faculty receive educational credit for these roles. There is no stipend attached to this role.

Contact: Wendy Edge, Admissions Officer edgew@mcmaster.ca

Curriculum Contributors

There are various opportunities to assist the MD Program by producing curricular material. The program uses multiple choice questions, concept application questions and key-features questions on its evaluation exercises and we are always in need of faculty who are interested in joining working groups to contribute this type of material.

Faculty receive educational credit for this role. There is no stipend attached to this role.

Contact: Jane Bennett, Curriculum Coordinator bennj@mcmaster.ca

Large Group Session Speaker

The MF Planning Groups choose topics and speakers for lectures in each MF. Faculty who are interested in becoming involved as lecturers are welcome to contact the relevant MF Planner. These individuals are listed in Appendix 1 attached..

Faculty receive educational credit for this role. There is no stipend attached to this role.

Contact: Jane Bennett, Curriculum Coordinator bennj@mcmaster.ca

Curriculum Planners

The MD Program is planned and delivered by teams of faculty planners, students and support staff. Each Medical Foundation has an MF Planning Committee, composed of a Director, 3 Subunit Planners, representatives from Anatomy, Pathology and Clinical Skills, student representatives and administrative support staff. Professional Competencies also has a Planning Committee composed of the planners of its domains, students and admin staff. The Planning Committees meet regularly throughout the year.

Members of the Planning Committees have usually developed their interest in undergraduate medical education by tutoring and acting as preceptors before they become involved at the planning level.. Faculty who are interested in these roles are encouraged to contact the Director of the curricular block of interest to discuss how best to become involved (see Appendix 1).

There is a stipend paid by Education Services to the department of each faculty member who acts as a planner. Planners who are not faculty members are paid directly.

Faculty receive educational credit for these roles.

Outline of MD Program Pre-Clerkship Faculty Resource Requirements for the Hamilton Campus of the Michael G. DeGroot School of Medicine

MF1 Director Marianne Talman	Respirology (Planner: M. Tunks) Cardiology (Planner: N. Valettas) Hematology (Planner: G. Fraser)	Sept 6-Dec 2, 2011 13 weeks	Tutors: \$6,250.00 Preceptors: \$4,000.00	26 tutors – see job description next page 26 clinical skills preceptors – see job description
MF2 Director Will Harper	Gastroenterology (Planner: E. Greenwald) Endocrinology: (Planner: L. Parlea) Nutrition (Planner: S. Atkinson)	Dec. 5/11-Feb 17, 2012 9 weeks	Tutors: \$3,500.00 Preceptors: \$2,000.00	22 tutors – see job description 22 clinical skills preceptors – see job description
MF3 Director Deb Marcellus	Renal System (Planner: R. Yang) Reproduction (Planner: D. Fedorkow) Repro Genetics (Planner: S. Zeesman)	Feb. 20-April 20, 2012 9 weeks	Tutors: \$3,500.00 Preceptors: \$2,000.00	22 tutors – see job description 22 clinical skills preceptors – see job description
MF4 Director Ann Benger	Host Defence (Planner: N. Singhal) Neoplasia (Planners: S. Mukherjee & B. Strang) Cancer Genetics (Planner: K. Bell)	April 23-June 29, 2012 10 weeks	Tutors: \$3,500.00	22 tutors – see job description 22 clinical skills preceptors – see job description
MF5 Director Brandon Meaney	Musculoskeletal Medicine (Planner: R. Carmona) Neurology (Planner: W. Oczkowski) Brain & Behaviour (Psychiatry) (Planner: S. Garside)	Class of 2013 Aug 22-Nov 18, 2011 13 weeks	Tutors: \$5,000.00 Preceptors: depends on # sessions	22 tutors– see job description Clinical skills done in TOSCE format – no individual group preceptors. MSK, Neurology & Psychiatry arrange coverage for their own subunit.
Professional Competencies (Pro Comp) Co-Directors Karen Trollope-Kumar & David Smith	<ul style="list-style-type: none"> • Effective Communication • Lifelong Learning • Moral Reasoning & Ethical Judgement • Population Health • Professionalism & Self Awareness • Social & Cultural Dimensions of Health 	Groups meet weekly Tuesdays 9:00-12:00 pm for the entire Pre-Clerkship (15 months – July, August off)	\$12,500 for 15 month period	Class of 2014 complement is full. Currently recruiting for Class of 2015 who will enter September 2012 15 MD facilitators 15 non-MD facilitators Each student group is led by a pair of facilitators, one MD and one clinician from a different health care discipline, most frequently social work) –see job description

Job Description for Tutors:

- **Take tutor-training & PBL workshops before tutoring for the first time. Offered by Program for Faculty Development twice yearly – go to website: <http://fhs.mcmaster.ca/facdev>. Workshops are called “PBL – Legacy and Currency” – the first and second days provide the appropriate training.**
- **Submit written application**
- **Meet MF Director and Curriculum Coordinator**
- **Attend MF Tutor Orientation**
- **Facilitate group of 6-8 students**
- **Attend 2 tutorials/ week, each about 3 hours long – one early in the week and one late in the week (usually Monday/Thursday afternoons/evenings OR Tuesday/Friday afternoons/evenings). Can be at any site.**
- **Informal evaluation and feedback to students regularly, ideally each tutorial**
- **Formal written evaluation at mid-unit and end-unit to be done in a timely way**
- **Several short evaluation exercises to be marked throughout unit**

Job Description for Clinical Skills Preceptors:

- **Submit written application**
- **Attend Preceptor Orientation**
- **Teach a group of 6-8 students, using own patients whenever possible. Booking standardized patients and using the Centre for Simulation-Based Learning is acceptable occasionally**
- **One session each week – at least 2.5 hours of teaching – preceptor to actually spend this amount of time with the students, first demonstrating, then ensuring that all students have time to practice and receive feedback**
- **Follow curriculum provided and ensure that the required competencies for the MF are achieved by all students in the group**
- **Evaluate at mid- and end-unit and forward evaluation to tutor in a timely way**
- **Act as a role model for professionalism**

Job Description for Pro Comp Longitudinal Facilitators (LFs)

- **Submit expression of interest and CV**
- **Interview with Pro Comp Directors**
- **Attend 2 day training workshops in June before beginning job in September**
- **Facilitate a group of 10 medical students with an assigned clinician partner**
- **Attend tutorial every Tuesday from 9:00 am-12:00 pm at Mac**
- **Commitment lasts the entire Pre-Clerkship (July & August off) – 15 months from September of the students' first year until they enter Clerkship at the end of November in their second year**
- **Evaluate students informally regularly in tutorial and formally at the end of MF1, MF 3 and MF 5**