



ToT-on-the-Go Syllabus

Syllabus

- The Training-of-Trainers (ToT)-on-the-Go Workshop is to recognize faculty involved in postgraduate education as Saudi Commission for Health Specialties (SCFHS) Trainers.
- This interactive two-day workshop aims to train clinician teachers on essential health professions education skills required to optimally educate postgraduate trainees (residents and fellows). Each candidate will be qualified as a recognized Trainer upon successful completion of workshop requirements.
- At the conclusion of this activity, recognized Trainers will be committed to developing and delivering the highest quality of postgraduate educational programs. The ultimate goal of clinical teaching is to improve patient care.

The program includes the following learning modules:

1. Teaching on the go
2. Mentoring on the go
3. Giving effective feedback
4. Trainees in difficulty
5. Assessment on the go
6. Competencies

ToT-on-the-Go Workshop Objectives:

At the end of the workshop, participants will be able to:

- Outline the concept of a curriculum and discuss its importance.
- Write effective learning objectives and translate them in their training activities.
- Learn different teaching/training methods and strategies and choose the appropriate one for the learning setting.
- Explain the characteristics of feedback and identify barriers that prevent preceptors from giving effective feedback.
- Match appropriate teaching methods and assessment tools to the clinical competencies.
- Recognize the principles of assessment and choose valid and reliable assessment tools appropriate for the teaching/training session.
- Recognize the signs of residents in difficulty and manage them.



Specific Module Objectives

Teaching on the Go:

- 1- Define educational/learning objectives
- 2- Generate educational/learning objectives
- 3- Compare different teaching methods
- 4- Develop an organized approach to teaching your residents/fellows using:
 - a. SNAPPS model
 - b. One minute preceptor model

Giving Effective Feedback:

- 1- Define effective feedback and describe its characteristics
- 2- Identify barriers that prevent preceptors from giving feedback
- 3- Outline an approach to giving effective feedback
- 4- Describe how feedback can be incorporated into the clinical working day
- 5- Describe the resources available to access when a trainee is in difficulty

Trainees in Difficulty:

- 1- Recognize the signs of a trainee in difficulty
- 2- Describe the necessary steps to take when a trainee is in difficulty

Assessment on the Go:

- 1- Identify principles of assessment in medical education.
- 2- Increase understanding of the definition, characteristics and process of the following assessment tools:
 - a. Mini-Clinical Evaluation Exercise (Mini-CEX)
 - b. Case-Based Discussion (CbD)
 - c. Direct Observation of Procedural Skills (DOPS)
 - d. In-training Evaluation report (ITER)

Competencies:

- 1- Review and clarify the CanMEDS framework competencies and roles
- 2- Analyze common teaching scenarios encountered in clinical practice in order to identify the specific core competency teachable moments contained within them
- 3- List and describe effective strategies for teaching and assessing the CanMEDS competencies in the clinical context
- 4- Match bedside CanMEDS teachable moments with appropriate instructional methods to enhance core competencies learning in clinical education
- 5- Discuss teaching the competencies in an integrated manner (integrated with each other and into a clinical encounter)

Instructional Methods:

- 1- Interactive lectures
- 2- Large group discussions
- 3- Small group discussions
- 4- Video presentations
- 5- Case studies
- 6- Problem solving
- 7- Role playing
- 8- Debates
- 9- Reflective discussion

Assessment:

Each candidate will be assessed by the following methods:

- 1- Participation during the interactive lectures and discussions (50%)

Each instructor will have a list of all workshop participants. Instructors will make a note of active participation besides the name of each participant. All lists will be collected from the instructors at the end of the workshop and the marks calculated based on each participant's engagement. A note will also be made if the participant was not responding to the instructor's directed questions during the activity (i.e. logged on but unavailable to answer instructor's questions).



2- Post-workshop written exam (50%)

At the end of the workshop, an on-line written multiple choice exam will be sent to each candidate to complete.

3- Pass score will be 60%. Each candidate achieving this minimum mark will receive the certificate and considered a certified trainer.

Workshop references and study materials:

1- The CanMEDS Assessment Tools Handbook

An Introductory Guide to Assessment Methods for the CanMEDS Competencies

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj81MSl4ufpAhXleZoKHQPeA38QFjABegQIAxAB&url=http%3A%2F%2Fwww.royalcollege.ca%2F-CanMEDStoolsguide&usg=AOvVaw2lubtalK2hgzgHDo1JHLE2>

2- Workplace-based Assessment Implementation Guide: formative tips for medical teaching practice

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjrm-qThqtL5AhWQ7rsIHT64CzcQFnoECAMQAQ&url=https%3A%2F%2Fwww.royalcollege.ca%2Frc-site%2Fdocuments%2Fcbd%2Fwork-based-assessment-practical-implications-implementation-guide-e.pdf&usg=AOvVaw3HwTJ740seE_mYq3OU_Sps

Gofton, W., Dudek, N., Barton, G., and Bhanji, F. (2017). Workplace-Based Assessment Implementation Guide: Formative tips for medical teaching practice. 1st ed. (PDF) Ottawa: The Royal College of Physicians and Surgeons of Canada, pg. 1-12. Available at: Royal College of Physicians and Surgeons

3- Twelve tips for giving feedback effectively in the clinical environment

Subha Ramani & Sharon K. Krackov (2012) Twelve tips for giving feedback effectively in the clinical environment, *Medical Teacher*, 34:10, 787-791, DOI: 10.3109/0142159X.2012.684916

4- Essential Skills for a Medical Teacher: An introduction to teaching and learning in medicine

By Ronald Harden and Jennifer Laidlaw

<http://dx.doi.org/10.3109/0142159X.2012.684916>

5- Workplace-based assessment and CBD implementation

<http://www.royalcollege.ca/rcsite/cbd/assessment/cbd-work-based-assessment-wbas-e>

6- CBD Resource Directory

<http://www.royalcollege.ca/rcsite/cbd/cbd-tools-resources-e>



TOT-ON-THE-GO TIMETABLE

ToT-On-the-Go for Clinician Educators		
DAY 1 – Teaching and Mentoring		
TEACHING ON THE GO		
TIME	TOPIC	LEAD FACILITATOR
09:00 – 09:20	Welcome - Why this workshop? What is a Certified Trainer?	
09:20 – 10:00	Learning plan - Learning objectives	Learning plan - Learning objectives - Google Drive
10:00 – 10:30	Teaching tools	Teaching tools - Google Drive
10:30 – 11:00	Teaching in a clinical setting - SNAPPS - One Minute Preceptor	ToT on the go SNAPPS - Google Drive
11:00 – 11:15	BREAK	
11:15 – 11:45	Translation of educational objectives - Kern's Cycle	Translation of educational objectives - Kern's Cycle - Google Drive
11:45 – 12:15	Setting up an educational session or curriculum	
12:15 – 12:30	Questions and Answers - BREAK	
Mentoring on the Go		
Giving Effective Feedback		
12:30 – 12:50	Characteristics of feedback	https://drive.google.com/file/d/1LAqx-v8qBqKiJpuF-yAU5jTXuV1QmWd1F/view
12:50 – 13:10	Barriers to effective feedback	https://docs.google.com/presentation/d/1evRoqN2xBdeYUL-AVhV-Fyuce5jbKYake/edit?usp=sharing&ouid=103251550513167297819&rt-pof=true&sd=true
13:10 – 13:40	Approach to giving effective feedback	https://docs.google.com/presentation/d/1evRoqN2xBdeYUL-AVhV-Fyuce5jbKYake/edit?usp=sharing&ouid=103251550513167297819&rt-pof=true&sd=true
13:40 – 14:00	Incorporating feedback into daily clinical practice	https://docs.google.com/presentation/d/1evRoqN2xBdeYUL-AVhV-Fyuce5jbKYake/edit?usp=sharing&ouid=103251550513167297819&rt-pof=true&sd=true
14:00 – 14:15	Questions and Answers - BREAK	

Dealing with Trainees in Difficulty		
14:15 – 14:45	Signs of a trainee in difficulty	https://docs.google.com/presentation/d/1_2FOEuIOjUkR-ZfkY-LL6AkOyiForLiJm/edit?usp=sharing&ouid=103251550513167297819&rt-pof=true&sd=true
14:45 – 15:00	Steps to take when a trainee is in difficulty	https://docs.google.com/presentation/d/1_2FOEuIOjUkR-ZfkY-LL6AkOyiForLiJm/edit?usp=sharing&ouid=103251550513167297819&rt-pof=true&sd=true
15:00 – 15:15	Small Group Activity	https://drive.google.com/drive/folders/1EY-6B7Mb1ijDmvPP2EWX8w2Hn4QSRiKPg
15:15 – 16:00	Large Group Discussion	https://drive.google.com/drive/folders/1EY-6B7Mb1ijDmvPP2EWX8w2Hn4QSRiKPg
Wrap-up of Day 1		

<u>ToT-on-the-Go for Clinician Educators</u>		
DAY 2 (Assessment and CanMEDS)		
ASSESSMENT ON THE GO		
TIME	TOPIC	LEAD FACILITATOR
09:00 – 09:30	Introduction to Assessment	-
09:30 – 10:00	Mini-CEX	https://drive.google.com/drive/folders/1sWaW-RPu3yabE0_Ym03_eQTIFukeiKED
10:00 – 10:15	Break	
10:15 – 10:45	DOPS	https://drive.google.com/drive/folders/1a_vD64aTf5g_g2tVjk15knkkGCBSNoS5
10:45 – 11:15	Case-Based Discussion	https://drive.google.com/drive/folders/1c957Z-r8UPpSeZ9_Y34Bs7VAI3pSuH8Ee
11:15 – 11:30	ITER	https://drive.google.com/drive/folders/1cgD-9mnEYhNt_akzJNFqQxNo8vdzqvNba
11:30 – 12:30	BREAK	
COMPETENCIES		
12:30 – 12:45	Introduction to CanMEDS	https://drive.google.com/drive/folders/13PZh-KoB41-B2fmz7PTnUqQuplxRN8cRw
12:45 – 13:15	Communicator Role	https://drive.google.com/drive/folders/1Cu-0FrVF0KcDLzkrL7D5KpK3zZrwjLu-c
13:15 – 13:45	Scholar Role	https://drive.google.com/drive/folders/1EJB-WA-ndHPrU6dSsmPSEyMiu0WF80BOW



13:45 – 14:15	Leader Role	https://drive.google.com/drive/folders/1YxGaJ-0se0tGtwr-CwF-KK5xdrdMwGR7Y
14:15 – 14:30	BREAK	
14:30 – 15:00	Collaborator Role	https://drive.google.com/drive/folders/17FL-WL1fxgXw_pLTd02UDTDgowD_zz4nx
15:00 – 15:30	Professional Role	https://drive.google.com/drive/folders/1tA_AF-9spzg3u6ivDfmORIOCpGgHAXfC9
15:30 – 16:00	Health Advocate Role	https://drive.google.com/drive/folders/1L_8J_eB4gkFMCfEs1aP_f47fNIBYBXOM
16:00 – 18:00	Post-workshop Exam	-
CLOSING REMARKS		



مجتمع صحي بكفاءة
