Saudi Commission for Health Specialties
الهيئة السعودية للتخصصات الصحية

ToT on the go

(Teaching and Assessment)

Participant Manual

Two days Course.

Date: 1.1.2024

2 Welcoming you on the go!

The Training-of-Trainers ToT on the go- Teaching and Assessment Workshop is to certify faculty involved in postgraduate education to meet the required standard of trainer in post-graduate training in SCFHS.

This interactive two-day workshop aims to train clinician teachers on essential health professions education skills to optimally educate postgraduate trainees (residents and fellows).

At the conclusion of this activity, the 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.

1 Foreword

Saudi Commission for Health Specialties (SCFHS) aims to protect and promote health in Saudi Arabia by graduating competent healthcare workers. In order to attain this goal SCFHS has been eagerly working on improving training outcomes of post to graduate medical education (PGME). Faculty development represents a cornerstone aspect to ensure optimum outcomes from PGME programs. Trainers' competencies in teaching and formative assessment are the key entrustable scholar activities that enables any PGME program to attain its objectives.

"Train Of Trainer: ToT on The go- Teaching and Assessment" is a very promising initiative by SCFHS to meet the national needs to improve competencies of faculty members. It gives meet a great pleasure to welcome all the participants in this important event.

The Executive Director of Training

SCFHS

OBJECTIVES

The program
includes the following learning modules:

- Teaching on the Go
- Assessments on the Go
- Mentoring on the Go
- Clinical Competencies Roles

Topic	Objectives
Module 1: Teaching on the Go	
1. Discuss the learner-centered and approaches within clinical teaching and assessment.	
2. Value the significance of establishing a safe learning environment within a clinical setting.	
3. Implement various teaching and training techniques in the clinical context, including the One-minute preceptor model, and SNAPPS 4. outline kerns cycle and writing effective learning objectives	

Topic	Objectives
Module 2: Assessment On The Go	
1. Identify the fundamental principles underlying assessment in medical education and differentiate between summative and formative assessment methods for SCFHS passing remarks.	
2. Identify various assessment tools, including the Mini-Clinical Evaluation Exercise (Mini-CEX), Case-Based Discussion (CBD), Direct Observation of Procedural Skills (DOPS), and In-training Evaluation Report (ITER).	
3. Evaluate the subjectivity including rater cognition of Workplace-Based Assessment (WBA).	
Module 3: Mentoring on the go	
1. Define the concept of effective feedback and describe its key characteristics.	
2. Identify the barriers that hinder preceptors from providing constructive feedback.	
3. Apply different models of effective feedback, such as the Pendleton Model.	
4. Recognize the signs of trainees in difficulty in postgraduate programs.	
5. Implement a systematic approach to manage trainees facing difficulties (SOAP approach)	
Module 4: Clinical Competencies	
1. Review and clarify the CanMEDS framework competencies and roles.	
2. Discuss CanMed application in teaching and assessment	
Wrap up with course feedback and reflection.	

DAY 2: Mentoring and CanMEDS	
TIME	TOPIC
Module 3: Mentoring on the go	
Giving Effective Feedback	
8:00 – 8:35	Welcome Characteristics of feedback
8:35 – 8:55	Barriers to effective feedback
8:55 – 9:15	Approach to giving effective feedback
9:15 – 9:45	Incorporating feedback into daily clinical practice: Tools of Feedback
9:45– 10:00	Break
Dealing with Trainees in Difficulty	
10:00 – 10:25	Signs of a trainee in difficulty
10:25 – 10:45	Steps to take when a trainee is in difficulty (SOAP model)
10:45 – 11:30	SOAP model application
11:30 – 12:30	Break
Module 4: Clinical Competencies	
12:30 -13:15	Introduction to CanMEDS
13:15 – 14:30	Can-Meds Applications: • Communicator Role • Collaborator Role • Scholar Role • Health Advocate Role • Leader Role • Professional Role
14:30 – 15:30	Can-Meds in teaching & Assessment
15:30- 16:00	Wrap up and reflection

DAY 1: Teaching and Assessment	
TIME	TOPIC
Module 1: Teaching on the go	
8:00 – 8:30	Welcome – Why this workshop? What is a Certified Trainer?
8:30 -9:00	Adult learning theory
9:00 – 9:25	Learning Environment
9:25 – 10:25	Teaching tools and Teaching in a clinical setting • One Minute Preceptor • SNAPPS
10:25 – 10:40	Break
Planning learning session	
10:40 – 11:30	Learning objectives and Kern's cycle
11:30 – 12:30	Break
Module 2: Assessment on the go	
12:30 – 13:10	Introduction to Assessment, Assessment Principles, and Miller's Pyramid
13:10 – 13:40	Formative Vs. Summative Assessment
13:40 – 14:30	WBA Tools Application (MiniCex, DOPS, CBD, ITER)
14:30 – 15:45	Subjectivity and rater cognition in assessment
15:45 – 16:00	Wrap up of day one / Reflection

Examination

The SCFHS Will provide the participants with the examination link and assist you , if you have technical issue please communicate with Tot@scfhs.org.sa

Each candidate will be assessed by the following methods:

- Participation, Camera open and full course attendance during the interactive lectures and discussions (50%)

- Post-workshop written exam (50%).

Exam Instructions:

- Number of questions: 74

- Has a time limit of: 02:00:00

- Must be finished in one sitting. You cannot save and finish later.

- Questions displayed per page: 1

- Will allow you to go back and change your answers.

- Will not let you finish with any questions unattempt.

- Has a pass mark of: 60%

The Duration Of The Certification: **Four Years**

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