

UGME Opportunities for teaching

Dr. Carla Garcia

Search by Course

- [Integrated Clinical Experience 1](#)
- [Integrated Clinical Experience 2](#)
- [Concepts, Patients, and Communities \(MED200H\)](#)
- [Complexity and Chronicity](#)
- [Clerkship Supervision](#)
- [Health Science Research](#)
- [Portfolio](#)
- [Interviewing skills course](#)
- [Fourth-Year Electives](#)

Search by Type of Teaching

- [Small group teaching](#)
- [One on one teaching](#)
- [Mentorship focused teaching](#)

Search by Type of Commitment

- [1-hour per session](#)
- [2-hour per session](#)
- [3 or more hours per session](#)

Search by Year of Student

- [Year 1](#)
- [Year 2](#)
- [Year 3](#)
- [Year 4](#)

Search by faculty

- [MD faculty](#)
- [PhD faculty](#)

Small group teaching:

- [Integrated Clinical Experience 1](#)
- [Integrated Clinical Experience 2](#)
- [Concepts, Patients, and Communities \(MED200H\)](#)
- [Complexity and Chronicity](#)
- [Health Science Research](#)

- Portfolio
- Interviewing skill course

One on one teaching

- Clerkship Supervision
- Health Science Research
- Fourth-Year Electives

Mentorship focused teaching

- Clerkship Supervision
- Health Science Research
- Fourth-Year Electives

1-hour per session

- Interviewing skill course
- Fourth-Year Electives
- Concepts, Patients, and Communities (MED200H)
- Complexity and Chronicity
- Clerkship Supervision

2-hour per session

- Health Science Research
- Interviewing skill course

3 or more hours per session

- Integrated Clinical Experience 1
- Integrated Clinical Experience 2
- Portfolio

Year 1

- Integrated Clinical Experience 1
- Health Science Research

Year 2

- Integrated Clinical Experience 2
- Concepts, Patients, and Communities (MED200H)
- Complexity and Chronicity
- Health Science Research

Year 3

- Clerkship Supervision
- Portfolio

Year 4

- Portfolio
- Fourth-Year Electives

MD faculty

- Integrated Clinical Experience 1
- Integrated Clinical Experience 2
- Concepts, Patients, and Communities (MED200H)
- Complexity and Chronicity
- Clerkship Supervision
- Health Science Research
- Portfolio
- Interviewing skills course
- Fourth-Year Electives

PhD faculty

- Health Science Research

Courses

Integrated Clinical Experience (ICE) 1

- Course Description:

This course runs over two years (ICE 1 and ICE2) and is divided into specific areas. The focus is on introducing students into various skills (rather than knowledge) that they will need in the clinical environment. In ICE 1, Psychiatrists are invited to participate in the Communication Skills sessions. These six sessions occur in September and represent some of the first opportunities for students to meet and work with clinical faculty. This course is provided for first year medical students.

- ICE 1 Clinical Skills teacher:

- Time Commitment: 1-hour prep time, 3 hours of small group teaching/week (one half-day). NOTE: The best teaching opportunities for students occur when they can have the same faculty teacher across multiple sessions, rather than just one. It also will improve the experience for you and may increase the odds of getting good quality student evaluations from your group.

- What to Expect: You will model then teach general introductory interviewing skills, including the component and organization of a clinical history. Each week is centered around a specific interview component or task (e.g. History of Presenting Illness).

- Good For:

- Time limited, circumscribed teaching responsibilities.
- All the teaching materials and assessment tools are provided for you.
- An opportunity to collect teaching evaluations from four to six students per CBL group that you elect to teach.
- Contact your site's coordinator for eligibility for compensation.

Integrated Clinical Experience (ICE) 2

- Course Description:

This course runs over two years (ICE 1 and ICE2) and is divided into specific areas. The focus is on introducing students into various skills (rather than knowledge) that they will need in the clinical environment. In ICE 2, Psychiatrists are invited to participate in the Psychiatry Advanced Interviewing Skills sessions. These four sessions occur in November and overlap with the Psychiatry specific topic weeks in Concepts, Patients, and Communities. This course is provided for second year medical students.

ICE 2 Clinical Skills teacher:

- Time Commitment:

1-hour prep time, 4 hours of small group teaching/week (one half-day). NOTE: The best teaching opportunities for students occur when they can have the same faculty teacher across multiple sessions, rather than just one. It also will improve the experience for you and may increase the odds of getting good quality student evaluations from your group.

- What to Expect:

You will model then teach Psychiatry specific interviewing skills, including an approach to the Psychiatric Interview, the mental status examination, and diagnostic interviewing to elaborate specific symptoms such as psychotic or mood symptoms.

- Good For:

- Time limited, circumscribed teaching responsibilities.
- All the teaching materials and assessment tools are provided for you.
- An opportunity to collect teaching evaluations from four to six students per CBL group that you elect to teach.
- Contact your site's coordinator for eligibility for compensation.

Concepts, Patients, and Communities (MED200H)

- Course Description:

This course occurs at the beginning of the second year of medical school. Year 2 students have not yet had any clinical experience but are about to be introduced to more specific clinical skills. The course curriculum is designed in weeklong components that focus on a specific clinical diagnosis or area (e.g. Mood and Anxiety Disorders, Psychotic Disorders, Substance Use Disorders, and Neuropsychiatry). The Psychiatry weeks usually occur in November.

- CBL teacher:

- Time Commitment:

1.5-hour preparation/marking, 1-hour teaching/ week.

- What to expect:

You will be guiding students through a very clearly demarcated set of learning objectives, all of which are based in a case that emphasizes the topic of the week. The students will have reviewed the case on their own a few days before meeting with you, and then will submit their answers to some key questions. You will be expected to mark these questions before the joint session with the student

- Good For:

- Time limited, circumscribed teaching responsibilities.
 - All the teaching materials and assessment tools are provided for you.
 - An opportunity to collect teaching evaluations from four to six students per CBL group that you elect to teach.
 - Contact your site's coordinator for eligibility for compensation.

Complexity and Chronicity (Medical Psychiatry Week)

- Course Description:

This course takes place during the last 11 weeks of the 72-week Foundations Curriculum. It integrates teaching around the care of complex and/or vulnerable patient populations while reinforcing and building upon challenging topics that have been previously covered in the curriculum.

- CBL teacher:

- Time Commitment:

1.5-hour preparation/marking, 1-hour teaching/ week.

- What to expect:

You will be guiding students through a very clearly demarcated set of learning objectives, all of which are based in a case that emphasizes the topic of the week, which is Medical Psychiatry. The students will have reviewed the case on their own a few days before meeting with you, and then will submit their answers to some key questions. You will be expected to mark these questions before the joint session with the student

- Good for:

- All the teaching materials and assessment tools are provided for you.
 - An opportunity to collect teaching evaluations from four to six students per CBL group that you elect to teach.
 - Contact your site's coordinator for eligibility for compensation.

Health Science Research

- Course Description: This course, like ICE, runs across years 1 and 2, and focuses on introducing students to principles of research, directed at helping students understand the principle of research to contribute to improving the health of people and populations, including First Nations, Inuit, and Métis peoples, in Canada and globally. The principles of this course are for the undergraduate medical students to:
 1. Develop capacity to integrate medical research into clinical practice
 2. Develop an understanding and appreciation of the human translational medicine pathway (increasingly important for all clinicians).
 3. Demonstrate an understanding of:
 1. the breadth of clinical research pathway (from basic to policy)
 2. concepts of critical appraisal which applies to all pathways
 3. concepts of human and animal research ethics
- HSR Psychiatry Tutor:
- Time Commitment:
 1. 7 tutorials each 2 hours ~ 14 hours. As this is a co-tutor model, the tutor may choose to divide the tutorials with their co-tutor and as such the amount of time devoted to tutorials would be about 7 hours. Tutorials groups consist of 8-10 students with different levels of research experience.
 2. Meeting with students 1:1 at the onset of the course ~ 10 hours
 3. Faculty Development: a) Approximately two 1-hour webinars to introduce the course (they are recorded). b) Non-mandatory Educafes – Educafes occur one hour before the tutorial and are designed to orient and support faculty (provide resources, coach and create of community of practice) to operationalize the course content within the tutorials. The Educafe consists of a 30 min live webinar facilitated by the Course Director and Director of Faculty Development followed by a 30 min peer discussion facilitated by an academy based HSR Educafe Lead. The Educafes take place at the Academies.
- What to Expect: The course uses small-group tutorials in the second year of the component as one of the major teaching modalities. The tutor will facilitate these small-group tutorials and have a role of :
 - a. Climate setting – create a safe, conducive environment for tutorial groups and self-directed learning
 - b. Planning – organization and structure of tutorials
 - c. Engaging in learning activities –facilitate the learning of the course content and ensure that students are on track with their learning
 - d. Evaluating learning outcomes – include “formative feedback” as well as “summative evaluation”
- Good for:
 - Effective teacher who is enthusiastic about health science research and the importance of developing life-long skills in this area
 - Comfortable meeting the individual needs of students who have enter medical school with a wide range of research experiences

- An opportunity to collect teaching evaluations from eight to ten students per group.
- All the teaching materials and assessment tools are provided for you.
- Contact your site's coordinator for eligibility for compensation.

Clerkship

Course Description:

This course is the flagship of UG Psychiatry, and is the core clinical experience in Psychiatry for our medical students. This repeating six-week course is embedded within the clerkship year, and is one of six core rotations through which students will rotate throughout the year. There are 8 six-week rotations within the year. There are multiple teaching opportunities within the clerkship course.

Clerkship Supervisor:

- **Time Commitment:** A student will be assigned to you for a variable amount of time, depending on your site. Some sites will assign a clerk to the same supervisor for 3 weeks, but others will have the clerk and supervisor work together for the whole 6 weeks of the course. You would be expected to provide one on one teaching for this student, including observing them attempting aspects of care and providing real time feedback via workplace based assessment. On average, you would likely be providing at least an hour of teaching per day, but this will vary based on the student and the day.
- **What to Expect:** As per above, this is a one on one teaching relationship, with much emphasis on modelling of skills, observation of skills in the trainee, timely feedback, and repeated formative assessment. Supervisors are required to complete a midterm feedback, a final summative assessment and mark their student's assignment (at sites where the student has 2 supervisors, these responsibilities are divided between the 2 supervisors). For more information, please see the following document for an outline of your expectations as a clerkship supervisor.
- **Good For:**
 - A longitudinal, one on one relationship with a young trainee.
 - Opportunities to be a role model as a physician for a junior colleague.
 - Opportunity for student evaluation.
 - Providing supervision to your resident (if you have one) around the resident's teaching.

Interviewing Skills Course

- Course description:

This course is to teach medical students the technical and interpersonal skills for engaging patients in a brief focused empathic interview. Ideally, there is a focus on difficult/challenging clinical scenarios as students will be learning the basics of clinical interviewing with patients as part of their clinical rotation

- Time Commitment:

This course has two versions – please check with your site director regarding which version of the course is currently running:

- Version 1: This course consists of 4-6 sessions; 6-10 hours in total (depending on the site where course is offered. Each session will be 1-2 hours in length.
- Version 2: 1 session, 2 hours in length.

- What to Expect:

You would provide small group teaching around advanced clinical interviewing skills. What to expect is based on the version of the course running:

- Version 1: expect that either real patients or standardized patients will be used to support students in practicing a brief empathic interview with a specific population (e.g. psychotic disorders or substance use disorders). If standardized patients are used, then the tutor will have access to the case description in advance. If real patients are used, the tutor will need to be more flexible in adapting to the different aspects that can arise from a live interview.
- Version 2: expect that there will be one standardized patient, who will be in one role for the first hour, and another role for the second hour. Roles are typically focused on challenging clinical scenarios (e.g. a patient with Antisocial PD traits demanding benzodiazepines; a manic patient who is so talkative that the student has trouble interrupting to obtain a history) Tutors will have access to the detailed role descriptions in advance. Tutors are in the role of facilitator and coach, providing a safe learning environment where students are encouraged to take risks, try new strategies, and struggle productively.

Regardless of the course version, the tutor is in the role of facilitator. There is no evaluation as part of this course.

- Good For:

- Time limited, circumscribed teaching responsibilities.
- All the teaching materials and assessment tools are provided for you.
- An opportunity to collect teaching evaluations from four to six students.
- Contact your site's coordinator for eligibility for compensation.

Portfolio:

- Course Description:

This curriculum aims to promote the development of reflective skills across all four years of undergraduate medical education. Initially this will be done by exploring common situations that preceded medical school, followed by reflecting on unique topics covered within the medical curriculum. As time progresses, students will learn to reflect on their clinical experiences and identify CanMEDS roles playing a key role in their experiences.

- Portfolio Teacher:

- Time Commitment:

You will facilitate a small group of medical students as they complete assignments that target self-reflection and more complex critical appraisal of different aspects of being a physician, and of providing care to others (half a day per week).

- What to Expect:

This is a long-term recurring teaching responsibility in which you will work with the same group of students for at least a year, meeting regularly. Portfolio teachers emphasize that much of the teaching work is framed in mentorship.

- Good For:

- A longitudinal, more intimate teaching role in the lives of four to six medical students.
 - Opportunities to be a role model as a physician for a junior colleague.
 - Opportunity for student evaluation.

Fourth-Year Electives

- Course Description:

Fourth-year electives are a part of the curriculum in which clerks choose to complete a rotation, typically lasting 2-3 weeks each, in a specific area of interest, often as a component of preparing for their residency matching process. As a result, these students are more likely than regular clerkship students to have a defined interest in psychiatry or to be considering psychiatry as a career path. Some are also choosing to do a psychiatry elective because they believe it will help build their skills for another specialty (commonly family medicine), and therefore are likely to come into an elective recognizing the importance of mental health.

Elective supervisor:

- Time commitment:

Much like clerkship, a student will be assigned to you for a period of time, typically 2-3 weeks. You would be expected to provide one on one teaching for this student, including observing them attempting aspects of care and providing real time feedback in the clinic or on the wards. On average, you would likely be providing about an hour of teaching per day (including direct supervision with patients), but this will vary based on the student and the day.

- What to expect:

Like clerkship students, a one-on-one teaching relationship, with emphasis on modeling skills, observation of skills, timely feedback, and repeated feedback. Students may also be seeking mentorship and more information about psychiatry as a career path. There is also a single summative assessment completed at the end of an elective.

- Good for:

- An opportunity to teach and supervise a student with an interest in psychiatry, and typically more advanced skills than a core clerkship student.
- Fewer absences than core clerkship students (because no mandatory seminars) and fewer mandatory forms and assessments than core clerkship students.
- An opportunity to provide mentorship and career advice.
- An opportunity to collect teaching evaluations from students who are likely to be well-engaged and enthusiastic about psychiatry.