PSYCHIATRY FACULTY ORIENTATION
TO
RENEWED CURRICULUM
IN YEAR 3

Prepared by Dr. Kathryn Fung and Shilpa Samji
This module is targeted to clinical and academic faculty involved in teaching Year 3 medical students across all teaching sites in British Columbia.

The renewed curriculum is based on the following new principles:
- Competency-based Curriculum
- Spiraled Curriculum with Themes and Systems
- Clinical Experiences Integration
- Programmatic Assessment

The module will provide a brief and quick overview of Psychiatry rotation within the renewed Year 3 curriculum.
The renewed curriculum for Year 3 launches June 5, 2017.
Year 3 will be considered as a single course, MEDD 431 with the elimination of “clerkships” and the introduction of “blocks”.
12-week “Brain and Body” Block: 6-week psychiatry rotation is paired with 6-week internal medicine.
MEDD 431 Syllabus *(will be available on MEDICOL)*
Required and Recommended Readings:

<table>
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<th>Required</th>
<th>Optional</th>
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<td>Virtual patient modules (On MEDICOL)</td>
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RENEWED CURRICULUM SCHEDULE: MEDD 431

Four 12-WEEK Brain & Body BLOCK in a year
Two 6-WEEK Psychiatry Rotation per Block
MEDICOL: MEDICOL is a student learning platform that provides secure access to learning materials (objectives, handouts, modules, etc.).

Psychiatry resources on MEDICOL:
- Education Activity Forms (EAF’s): EAF’s are documents that outline the objectives for clinical rotation and didactic teaching (small group teaching sessions/virtual modules). These forms are the basis for the End of Rotation Exam and the OSCE.
- Orientation Packages for VFMP, IMP, NMP, SMP, and ICC Sites
- Virtual Learning Modules for small group teaching.
- Please familiarize with the contents on MEDICOL prior to teaching.
- MEDICOL Link: connect.ubc.ca
- Please contact Shilpa Samji (shilpa.samji@ubc.ca) for access

LOGGING: Students will continue to log clinical procedure and patient encounters on their own using one45.
Faculty Members Involved in Teaching

- Students will have an opportunity to evaluate teachers on one45.

- End of Rotation Assessment Forms will be released to students only after students complete the faculty evaluation forms. Students will be asked to identify their primary supervisor on One45.

- There are several different types of evaluation forms on one45 based on the type of teaching:
  - Small Group Teaching
  - Clinical Teaching Supervisors for Wards

- Sample Clinical Teacher Assessment Report that teachers will receive via one45 (see attached figure on the right)
ASSESSMENT OF TEACHERS BY LEARNERS

Faculty Feedback & Reporting
If teachers have been assessed by a minimum of 5 learners, individual reports will be distributed to teachers mid-year and at the end of the academic year.

No review period by Dr. Fung, both individual faculty and Dr. Fung will receive reports through One45 at the same time.

Automatic flagging of poor assessments
• Low performance flags will be set for all forms in One45. Alerts will be triggered if a student selects “disagree” or “strongly disagree” on any question.
• Alerts will go out to the relevant program administrator/manager and Dr. Kathryn Fung, UGE Program Director.
• Dr. Fung will assess the situation, if and when appropriate she will meet with the teacher in question in consultation with the Site Leader while ensuring that student anonymity is protected.

Teachers-One45 Account
• All teachers must have a profile in the central assessment system (One45).
• Refer to MedNet site which will have instructions for teachers on how to access their One45 reports, link to the policy, and more information.
• Support and faculty development sessions are available for all faculty through the Office of Faculty Development.

Faculty Feedback & Reporting
Annually in August/September reports and data will be provided to the following:
• Dr. William Honer (Department Head), Dr. Kathryn Fung (UGE Program Director), and the Regional Associate Dean
• Office of Faculty Development
• The Educational Assessment Unit
• The Evaluation Studies Unit
• UBC Provost Office

Faculty Feedback & Reporting

Teachers-One45 Account
Assessment in the old curriculum was based on Multiple Choice Question Exam, Clinical Reasoning Exam, and Ward Marks. In the new curriculum, Clinical Reasoning Exam will be eliminated.

All students will be graded on a pass/fail basis.

Assessments are designed to measure achievement of specific objectives related to each course.

Students must pass each summative assessment component independently; passing one assessment component cannot offset failure in another.

Should a student fail MEDD 431, they must repeat Year 3 from the beginning.
### Progress Tests
- Progress Tests are Multiple Choice Question (MCQ) written exams set at exit competency (i.e., graduate) level. These exams are taken twice a year across all four years as an assessment for learning.
- Progress Tests will allow students to track their progress in the use of applied knowledge over time.
- To pass, students are required to complete all Progress Tests.
- Delivery of Progress Tests are centralized within the Dean’s Office.

### Portfolios
- Year 3 portfolio supports students’ development as competent, reflective practitioners. This is achieved by helping students reflect on learning through clinical experiences.
- 4 coach-group meetings in clerkship, 1 per block, early in block (around week 3-4). Continuity of student groups of 8; Student groups of 8 (7-9) meet with one coach.
- To pass, students must complete all portfolio assignments to meet minimum criteria set in the portfolio rubric.
- Delivery of Portfolios are centralized within the Dean’s Office.

### WBA
- Workplace Based Assessment (WBA) effectively charts a students progression towards competence in clinical tasks within rotations in Year 3.
- To pass at the end of the year, students need to be deemed to achieve Year 3 clinical milestones related to the Course Learning outcomes. Support and opportunity for remediation will be provided throughout the year. If a student fails the WBA, no supplemental will be offered.
- Delivery of WBA’s are managed by the site supervisor, Site Leader, Department, and Dean’s Office.

### MCQ Exams
- Multiple Choice Question (MCQ) exams are taken at the end of each block.
- MCQ Exam will be based on the objectives listed on the Education Activity Forms which are listed on MEDICOL. For access to MEDICOL, please contact Shilpa Samji
  (shilpa.samji@ubc.ca)
- MCQ Exam will be held at on the 12th Friday of every block. Total of 180 questions for BB Block: Psychiatry & Internal Medicine
- Total Exam Time: 3.75 hours
- Development of MCQ will be continue within Psychiatry UGE Office. Delivery of exams are centralized within the Dean’s Office.

### OSCEs
- Objective Structured Clinical Exams (OSCEs) are used to measure students’ clinical competence.
- A formative OSCE will occur mid-way through the year and a summative OSCE will occur at the end of the year.
- To pass, students must complete the Formative OSCE and score 60% or above in a pre-set number of stations in the summative OSCE.
- Expected to have one psychiatry station.
- Delivery of OSCEs are centralized within the Dean’s Office.

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More info can be found on Faculty Development Assessment Module: [Orientation to Year 3 Assessment module](#)
# 2017/18 Assessment Calendar

## Year 3: Assessment Calendar 2017-18

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### Blocks

- **BLOCK 1**: MCQ
- **BLOCK 2**: MCQ
- **BLOCK 3**: MCQ
- **BLOCK 4**: MCQ
- **Assessment Week 6 weeks**
- **Vacation 6 weeks**
- **Y3 Start**
- **MCQ Comprehensive Written Exam Week**
- **Y4 Start**

### Assessment Modalities

- **MCQ**
- **Portfolio**
- **OSCE**
- **Objective Structured Clinical Examination**
- **ICC CWE**
- **Progress Tests**
- **WBA**
- **Workplace Based Assessment**

### Legend

- **Summative**
- **Formative**

*Only students in the Integrated Community Clerkship (ICC) stream will sit a Comprehensive Written Exam (CWE) in place of the traditional end-of-block written exam (MCQ).*

Last updated: April 13, 2017
The Workplace Based Assessment (WBA) is based on information gathered about the student’s observed knowledge, skills and behaviour in the workplace from all sources in departmental rotations, supplemented by multiple direct observations linked to Year 3 clinical milestones.

**Student’s Role:** Students are responsible for ensuring they receive observation and feedback according to the requirements of Psychiatry (i.e. six of the listed WBA’s must be completed by the end of the 6-week rotation)

**Preceptor’s Role:** Students will routinely approach preceptors and residents to ask for direct observation on the listed Psychiatry relevant WBA Domains. Preceptor observes the student and provides narrative feedback to indicate if the student is on track.

**MiniCEX’s will NO longer be used.** Students will required to complete six WBA’s within their Psychiatry rotation in lieu.

**Mandatory WBA’s for Psychiatry:**

| WBA 1: Obtain a history adapted to the patient’s clinical situation |
| WBA 2: Perform a mental status examination adapted to the patient’s clinical situation |
| WBA 3: Formulate and justify a prioritized differential diagnosis |
| WBA 4: Formulate an initial plan of investigation based on the diagnostic hypotheses |
| WBA 6: Formulate and implement an appropriate care plan |
| WBA 10: Communicate care plan with patients and their caregivers in an empathetic manner |
WBA forms require no password or login, and can be easily accessible on all electronic devices including computers, phones, and tablets.

Link to Psychiatry WBA’s: https://survey.ubc.ca/s/Y3WBA/PSYCH/ (Link will be live as of June 5, 2017)

Detailed information on WBA can be found in the Faculty Development Assessment Module: Orientation to Year 3 Assessment module (hyperlink)
Primary Supervisors are expected to continue completing the Mid & End of Rotation Evaluation Forms on One45 using feedback from preceptors.

Supervisors must incorporate WBA feedback into the mid and end of rotation evaluation forms.

WBA Reports will be released to the primary supervisors on the 3rd and 6th week of the rotation by the respective administrative staff:
- VFMP: Hajir Adl Golchin (ugeassistant@ubc.ca)
- Distributed Sites: Assessment & Evaluation Coordinators

New [Year 3 Mid Rotation Assessment Form](#)

New [Year 3 End of Rotation Assessment Form](#)

**PLEASE NOTE**: Assessment in the new curriculum identifies students to be “on track” or “not on track” to meet the rotation objectives.
Expert Panel’s Role

The Expert Panel is chaired by Year 3 Site Leadership and includes nominated members of Regional Student Promotions Subcommittee.

1) Review Student Data

The Expert Panel will review the student data to ascertain:

- the area of deficiency identified
- if student requires additional support
- the seriousness of the issue by determining the current or future impact of the concern identified on: the student’s learning, their peers, other health care workers, patients, or any other group.

2) Make Recommendations for Support Plan

3) Communicate with Student & Faculty

4) Recommendations for Monitoring & Decisions making
## CONTACT INFORMATION

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
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Detailed information on Assessment can be found on the Faculty Development Assessment Module:
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