Welcome to the first edition of the Leicester Medical School Clinical Teachers’ Newsletter. The Newsletter will be published on a quarterly basis and aims to educate, inform and inspire our ever-growing pool of clinical teachers.

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**Philosophy of Leicester Medical School Curriculum**

The General Medical Council (GMC) document, Tomorrow’s Doctors’ (2009) seeks to improve the student experience, and to encourage student-centred learning towards outcomes appropriate for the 21st century. These outcomes relate to the doctor as a scientist and a scholar, as a practitioner, and as a professional.

The purpose of the undergraduate medical curriculum at Leicester is to foster transformation of the learner into a physician. The curriculum philosophy in Phase 1 is “directed student learning” in which the Medical School aims to exemplify the learning processes that students will have to eventually undertake for themselves with the benefit of more detailed guidance from the Medical School.

Phase 1 is the first stage towards achieving the outcomes specified for the curriculum. The aim is to lay a solid foundation upon which students move seamlessly into clinical placements in Phase 2.

Students registered for the MB ChB Programme are studying for both a university degree and a professional qualification. The GMC states that ‘as a medical student, you have privileges and responsibilities different to those of other students’. Patients put them in a position of trust and safety is paramount. Medical students are therefore expected to demonstrate professional conduct throughout the course.

“I desire no other epitaph... than the statement that I taught medical students in the wards, as I regard this as by far the most useful and important work I have been called upon to do.”

_Sir William Osler, from The Fixed Period, in Aequanimitas_
Management of the MB ChB at Leicester/Curriculum Map

Dr David Heney, Director of Undergraduate Medical Education, is responsible for the delivery of undergraduate medical education. He is accountable to Professor Nick London, Head of Department of Medical & Social Care Education. Together, they are responsible for ensuring the Medical School meets the GMC standards set out in Tomorrow’s Doctors’ (2009). Responsibility for meeting prescribed standards in each of the domains defined in Tomorrows’ Doctors (2009) is delegated to a ‘Domain Lead’, who is accountable to the Director of Undergraduate Medical Education.

Structure of Leicester Medical School Curriculum

For students registered for 5 years, Phase 1 of the course runs over 5 semesters until January in year 3. Years 1 and 2 are divided into 2 semesters. In Year 3, there is one 15-week semester running into January for students registered for 5 years, Phase 1 of the course runs over 5 semesters until January in year 3.

Five Year Course – Overview

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
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</thead>
<tbody>
<tr>
<td>Molecules, Genes &amp; Disease</td>
<td>Musculoskeletal System</td>
<td>Infection &amp; Immunity</td>
<td>Student Selected Component</td>
<td>Student Selected Component</td>
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<td>Tissues of the body</td>
<td>Mechanisms of Disease</td>
<td>Urinary System</td>
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<tr>
<td>Metabolism</td>
<td>Cardiovascular System</td>
<td>Respiratory System</td>
<td>Reproductive System</td>
<td>Nervous System</td>
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<td>Health &amp; Disease in Populations</td>
<td>Membranes &amp; Receptors</td>
<td>Gastrointestinal System</td>
<td>Head &amp; Neck</td>
<td>Clinical Pharmacology</td>
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<td>Clinical Problem solving</td>
<td>Clinical Problem solving 2</td>
<td>Health Psychology &amp; Diversity</td>
<td>Health &amp; Disease in Society</td>
<td>Integrative</td>
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<tr>
<td>Consultation Skills Foundation Course &amp; People &amp; Disease</td>
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Longitudinal Themes

Phase 1 of five year course

Basic Sciences
Pathological Sciences
Infection
Imaging
Pharmacology & Therapeutics
Public Health
Professionalism
Team Working & IPE

Phase 2 of five year course

Junior Rotation
Senior Rotation
Musculoskeletal care
Peri-operative Care
Cardio-respiratory Care
Gastrointestinal Care
Mental Health Care
Clinical Methods
Special Senses /SSC
Cancer Care /SSC
Acute Care
Child Health
Reproductive Health
Elderly & Chronic Care

" = Curriculum Executive
Role of the Clinical Teacher

One of the main tasks of a clinical teacher is to support students or trainees in their professional development. This includes helping learners to acquire knowledge and clinical skills, and develop appropriate attitudes, i.e. working in the ‘information provider’, ‘role model’ and ‘facilitator’ roles. It also includes helping students to become self-directed and lifelong learners. To do this effectively, clinical teachers need to use a range of teaching and facilitation skills and techniques, and locate these within a sound knowledge and understanding of the programmes of study in which their learners are engaged. (London Deanery, 2012)

What Categorises an Ideal Clinical Teacher?

According to Boor et al (2008), medical students consider the ideal clinical teacher to have 4 distinct roles. The table below outlines the 4 roles with illustrative quotes from students.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>Commitment: “should be committed to and interested in the residents”</th>
<th>Support: “expresses empathy”</th>
<th>Trustworthiness: “is open and honest, does not talk behind people’s back”</th>
<th>Organising qualities: “being available rather than attending international conferences”</th>
<th>Open dialogue: “is receptive to criticism and new ideas”</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICIAN</td>
<td>Expertise: “is knowledgeable and skillful”</td>
<td>Role modeling: “inspires through their interaction with patients”</td>
<td>Being up-to-date: “is aware of the current trends and treatments”</td>
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<tr>
<td>TEACHER</td>
<td>Didactic skills: “knows how to teach”</td>
<td>Vision on training: “has distinctive ideas about the education of doctors in training”</td>
<td>Facilitates training: “prioritises education over production”</td>
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<tr>
<td>SUPERVISOR</td>
<td>Approachable: “is approachable (both figurative and literally)”</td>
<td>Stimulates: “stimulates development: both in patient care and in research activities”</td>
<td>Coaches: “gives appropriate feedback and does not say: “you are doing it completely wrong, idiot!””</td>
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Clinical Teacher Checklist

Are you an effective clinical teacher? Do you have a clear understanding of the learning outcomes of the students you teach? Are you aware of strategies to help you teach while treating patients? Do you know how to give constructive feedback? How could you improve your teaching skills?

Clinical Teacher Survey

Leicester Medical School will shortly undertake a survey of all clinicians who teach Leicester Medical Students. The survey will aim to establish what further support and guidance our clinical teachers’ require, to help them fulfil their role more effectively.
New Medical Building

The University is embarking on an exciting new build project on land recently acquired from Regent College. The building will provide a state of the art environment for staff and students in the College of Medicine, Biological Sciences and Psychology.

The new medical building will be completed in September 2015, in time for the start of the academic year 2015/16.

“
He who studies medicine without books sails an uncharted sea, but he who studies medicine without patients does not go to sea at all.”

Sir William Osler, (1849 – 1919)