1. The role of the Content teacher/ Clinical Teaching Fellow is to provide content specific teaching in your area of expertise.
Students in Year 3 MBBS will be divided into groups of ten for various tutorials including Problem Based Learning. The groups will be further divided into groups A & B for bedside teaching.
Students will spend four weeks in a particular area, e.g. cardiology/ cardiothoracics or respiratory/anaesthetics. Students will be assigned to take histories and examinations from the patients in the particular unit they are rostered on. Each group of students will have an assigned group leader. The group leader will contact you at the beginning of each rotation or prior to the rotation to arrange a time for a tutorial.
The SCS has prepared a unit rotation guide in which outline of each unit is available. In addition, some specific index cases that the students might encounter on this unit have been provided. Students are also reminded which problem based learning areas would be relevant to study whilst they are on this unit.

2. Your main role as the content specific teacher in this area is to provide the group 2-3 tutorials which cover some common problems within your specialty.
Your role or the shared role of fellows/registrars in your unit is to provide the group with 2-4 tutorials which cover some common problems within your specialty as the students rotate through your unit. A new group will arrive in your unit every four weeks and the group leader will contact you to arrange tutorial times which are convenient. In general, we encourage students to attend AM rounds and they will be busy with lectures and theme teaching all day Wednesday.
Copies of the Unit Rotation Guides are available from the Southern Clinical School which highlight some index cases that your unit head has selected to be covered. Additionally, it would be useful if you were able to provide some bedside teaching to the smaller groups to expose the students to some patients with specific problems that relate to your content area. Students should be encouraged to do reading prior to the Tutorials and also to report back on clinical cases that they have seen within the content area.

Assessments
From time to time students may also approach you to ask you to perform an assessment called an MCR (Monash Mini Case Record). Students will perform eight of these over the year, two of which are Formative which do not count for marks and six of which are Summative and do account for 25% of the total marks in the year. These are 15 minute assessments in which an examiner observes the student performing either a History or an Examination on a specific system. The Student will bring the assessment sheet. We will encourage the students to attempt to do these as part of a regular Tutorial. A student should ideally only do one MCR with a single assessor. A Guide to the Assessment of MCRs and the conduct of MCRs can be provided either at Tutor training and a DVD is available from the Southern Clinical School Level 2 Block D.

If you are on a Clinical Academic Fellowship contract, we propose that you could assist us by...
performing between eight and ten MCRs during the year. For the 6th and 7th MCR which is due in the later part of each year we will divide the 80 or so students at MMC and assign four of five to a particular examiner selected from the pool of fellows, academics and SCS teaching staff.

Additionally as part of the Clinical Academic Fellowship contract, we would like you to be involved in the Clinical OSCE examination at the end of the year. This usually occurs the second or third week of November. 

**Log Books**: Students will also carry a Log Book with them to record histories, examinations and procedures that they perform. From time to time they will ask you to sign off to say that one of these has been completed.

Associate Professor Michelle Leech
Director of Clinical Teaching Programs
Southern Clinical School