The role of the Problem Based Learning Tutor is to guide students through the curriculum.

Problem Based Learning Tutors will receive a guide to Problem Based Learning, as well as a Tutor Patient PBL handbook. It is strongly encouraged that Problem Based Learning Tutors attend Tutor training workshops.

In addition to the small group Patient Problem Based Learning Tutorials that the students undertake with you, the students will also be undertaking Paper or Case Based Problem Based Learning. This will occur in the Wednesday morning lecture slot and will take the form of student lead seminars, student lead grand rounds and some standard lectures. There is often some overlap between the material covered in your tutorials and the Paper PBL.

Assessments
From time to time students may ask you to assist them with an MCR (Monash Mini-case record). Students will perform eight of these over the year and require a separate assessor for each one. These are essentially observed clinical histories or examinations on a patient unknown to the student. Each assessment takes approx. 15 -20 minutes. The students have an assessment sheet which they will bring with them. We will generally be encouraging students to do these as part of their regular bedside tutorials with their Clinical Medical or Surgical Bedside Tutors. In general we will not be encouraging the students to do these with their Problem Based Learning Tutor. If however, you are available and able to assist with these MCRs we are certainly grateful.

Group dynamics can vary enormously and it is often very difficult to engage all students in the problem based learning process.

Students will initially determine the learning objectives for a specific tutorial and assign tasks. They will then return in the next tutorial to present the information that they have obtained. At the end of this tutorial they may then commence the subsequent Problem Based Learning area, again assigning tasks based on the learning objectives for this area.

The year 3 committee has suggested that it is possible for PBL Tutors to release the learning objectives to students at the end or the completion of a specific Problem Based Learning area. The objectives for a particular PBL will be found in the Tutor PBL Guide.

Early identification and notification regarding students in difficulty

Students are facing many challenges, which may be personal, psychological, financial, language or culturally related. In order to provide early intervention and support, we need to be notified as early as possible about any concerns you have regarding individual students.
You can notify our office and students can be referred to:

Clinical Supervisors for medical knowledge / application issues
Student Academic Support Unit: Student Advisor,
Andrea Paul for students with communication and/or intercultural issues.

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