The role of the Procedural skills tutor is to guide students through the procedural skills outlined in the year III guide to procedural skills.

Some of these skills are partly or completely taught within the context of the unit rotations. Students in Year 3 MBBS will be divided into groups of ten for various tutorials including Problem Based Learning and procedural skills teaching. The groups will be further divided into groups A & B for bedside teaching. Students will be rotating through most units at MMC.

Students will spend four weeks in a particular unit pair e.g. cardiology/ cardiothoracics or respiratory/anaesthesitics. Students will be assigned to take histories and examinations from the patients in the particular unit they are rostered on to. They will also receive content specific tutorials from teaching fellows or academics where possible.

Your role will be to ensure that each group has received teaching in each of the areas below. If possible, if this can be taught within the relevant unit rotation as it assists with both contextualisation and opportunity to practice. The relevant rotations are lists beside specific skills. Other skills may be taught at any time.

You may need to provide additional or revision tutorials towards the end of the year. You can obtain a copy of the group unit rotation roster and the group leaders contacts from the SCS office to assist with planning your tutorials.

**Procedural skills year III MBBS**

An approach to patient Safety

Basic life support.

Wound management and suturing *(taught by bedside surgical tutors).*

Injections and venesection

Cannulation *(anaesthetics rotation)*

ECG set up and interpretation *(cardiology rotation)*

Male catheterisation *(urology rotation Moorabbin)*

PR examination *(Urology rotation Moorabbin or Gastro rotation at MMC)*

Lung Function testing *(Taught by Respiratory Technician)*
Oxygen and asthma delivery devices (Taught by respiratory content teacher)

Plastering (Generally very difficult to teach to whole cohort and little opportunity to practise at MMC)
Sometimes single lecture on principles of fracture management given TBA

**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