

Working Effectively With IMGs

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Objectives – yours ?

Objectives - ours

- Describe challenges faced by IMGs and the impact on their learning
- List different approaches and tools useful in helping determine learner needs
- Learn from each other - Clinical Skills teaching tips and traps
- Share with a colleague One approach / tool that you can use with a learner in your workplace

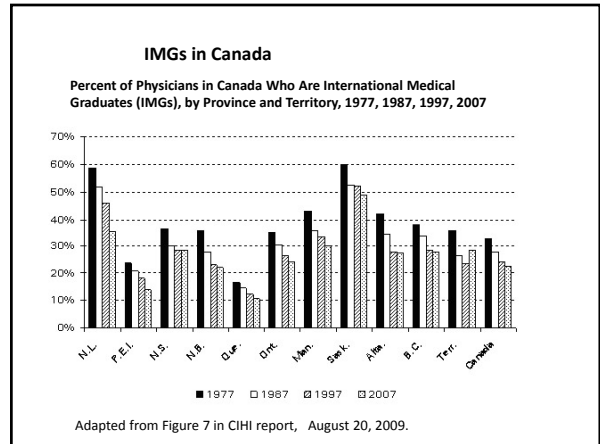
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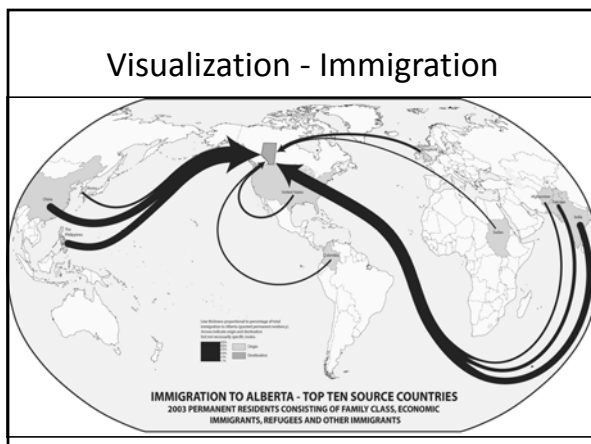
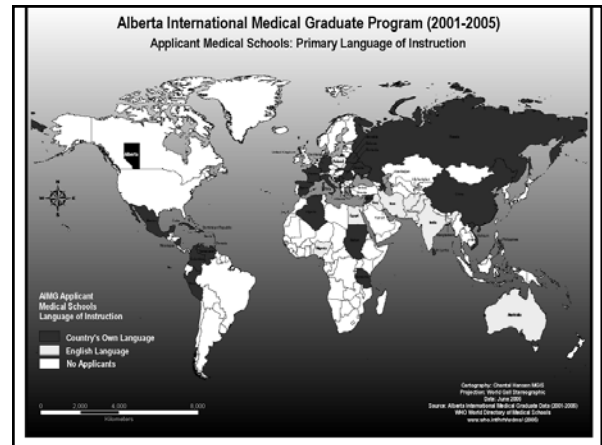
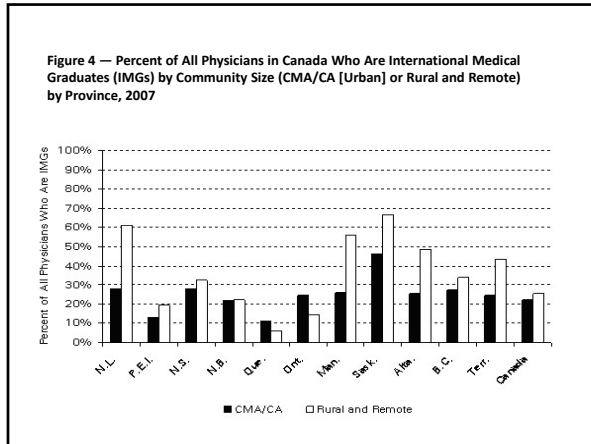
IMGs: What does this term mean ?

IMGs – a definition (precise, but dry !) :

“individuals who receive their basic medical degree from medical schools that are not accredited by the Committee on Accreditation of Canadian Medical Schools (CACMS) or the Liaison Committee on Medical Education (LCME)”

Practically, docs who received their medical degree outside Canada or the US.





From an IMG's Story...

"I felt small and insignificant. I felt like a number. I felt angry. I found the role of unemployed immigrant much more difficult than I could have imagined. I was lonely, frustrated and angry. I felt locked out of society. I felt that I was contributing nothing."

"The IMG Experience" (Appendix H)

Video example Dr. Maskinov , Day 1, no orientation

Areas of Potential Strength ?

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- Depth of clinical experience
- Familiarity with less commonly seen conditions
- Clinically skilled – less reliance on diagnostics
- Professionally mature
- Culturally appropriate care for communities

Areas of Potential Need ?

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- Patient-centred care and partnership
- Ethical decision-making
- Evidence-based medicine
- History-taking in some areas (sexual, psychosocial areas)
- Physical examination skills (eg pelvic, rectal)
- In hospital clinical skills (eg the Medical Teaching Unit) intrapartum obstetrics

IMGs in our clinics: Important Areas for Consideration

- Personal loss
- Previous medical training, experience
- Cultural differences
- Knowledge base, clinical skills

Establishing a teacher – learner
relationship

Video example

What worked? What didn't ?
Why?

Interview structure ... a guide

Role play

Learning Plans

- Articulate specific goals and strategies
- Include both teacher and learner goals
- Connect goals to methods for achievement
- Outline the timeline
- List evaluation methods
- Describe evaluation criteria

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What Are YOUR Clinical Expectations of Your Learners?

- In consultations – written, phone
- In presenting patients
- In documentation – patient chart, forms, prescriptions, medico-legal records
- In responsibility for patient care
- What else??

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Practical Advice re teaching clinical skills ..

Teaching Tips

- Understand the IMG's personal story
- Clarify previous clinical experiences
- Assess incoming knowledge and skills systematically
- Use Direct Observation as a core teaching and evaluative tool

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More Teaching Tips

- Make the purpose of the assessment clear
- Teach and model self assessment
- Use an iterative process
- Establish follow-up plans
- Respect and allow for cultural differences

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Some implications for you ...

- IMGs - a highly diverse group !
- There are many rewards working with IMGs
- Look at your own biases / beliefs / values – at a cultural interface
- Differences versus deficits
- Deficits – there will be some ! More, or different ?
- Help all learners to be the best docs they can be

In Summary...

- Understand the IMG's incoming experiences
- Assess needs iteratively in multiple domains
- Clarify roles and expectations
- Customize learning experiences
- Use Direct Observation and Feedback
- Planned review times & "on the fly" teaching
- Discussion, written learning plan
- Self study, readings, modified rotations

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Video example ..

Dr Maskinov After 2 months with
you

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Thanks !

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