

The Clinical Educator Programme (CEP) Introductory Level www.sefce.net/cep

SEFCET

SEFCET is open to all Foundation, CT and ST 1 – 3 trainees

Practical, interactive and dynamic workshops provide you with the opportunity to plan and deliver core **SEFCET** teaching sessions to Undergraduate Medical Students. The programme is delivered by SEFCE staff and members and is accredited by the SEFCE body.

The Clinical Educator Programme (CEP) Introductory Level is also an entry course to levels 1 and 2 of the Clinical Educator Programme and allows access to SEFCE website and resources. **So what's involved?**

You need to attend the **SEFCET** Introductory Workshop. This session lasts 2 ½ hours

You also need to attend **two** Clinical Educator Programme Workshops (each lasts 2 hours), one of which must be Giving Effective Feedback and one other of: Small Group Teaching, Presentation Skills, Planning and Evaluating Teaching or Using Technology in Teaching

Other optional workshops may be available, please enquire cep@ed.ac.uk

You are also required to deliver teaching sessions which should number at least 10 hours
You should aim to deliver 5 clinical / procedural teaching sessions per year and 10 of any other **SEFCET** programme tutorial sessions

To register contact cep@ed.ac.uk

Acute Care

(FY2 and above)

Simulated scenarios aim to prepare 5th year medical students for life as an FY1 and are delivered by FY2 doctors who have a year's experience managing acutely unwell patients.

Tutorials help students gain 'hands on' true to life simulated clinical cases and include 4 interactive scenarios (2 delivered per 1 hour session). We provide equipment such as BP cuffs, O2 masks and SPO2 probes to make the scenario more realistic.

Bedside Teaching

Bedside teaching is a specialised form of small group teaching that takes place in the presence of the patient. Preparation and planning bedside teaching are key elements.

Bedside, as with other teaching, works best with clear objectives, teaching pitched at the correct level, active participation and enough time for reflection and feedback. Effective bedside teaching can improve students' history taking, examination skills, and knowledge of clinical ethics.

It can teach them professionalism, and can foster good communication and role modelling skills. In bedside teaching, tutors would be expected to conduct bedside teaching to a group of 2-3 students in the wards, having identified patients with suitable histories or clinical signs.

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Prescribing Year 3 & 5

In **Year 3** the emphasis is on basic pharmacology, and opportunities to practice safe prescribing. Using a presentation and clinical scenarios, the focus is on teaching the basics of prescribing in a way that is relevant to their current level of understanding.

In **year 5** a key series of tutorials provides final year students with the opportunity to practice safe prescribing to prepare for finals and their foundation years.

Tutors lead groups of 8 students assisting them in using the BNF to write drug and fluid prescriptions. Preparation before the tutorial is advised, such as a pre-prepared sample kardex.

Clinical Procedural Skills

Translational Clinical Procedural Skills
(FY2 and above)

Translation Clinical Procedural Skills for Undergraduates in NHS Lothian is led by FY2 doctors and above.

This programme provides an opportunity to facilitate the skills training of 5th year medical students in achieving competence in procedural skills such as cannulation and arterial blood gas sampling.

This will benefit you as you learn to teach as well as being accredited to contribution to teaching in South East Scotland.