



<http://fhs.mcmaster.ca/facdev/pbsg-ed.html>

# International Medical Graduates

*Orienting, Teaching and Connecting*

## Introduction to PBSG-ED Series

This special series of modules is dedicated to enhancing the educational skills of busy clinical teachers. The modules provide continuing education in a case-based format that makes judicious use of the most recent and best education evidence available. Starting from real-life examples of teaching and learning situations, the modules have been designed to promote discussion with colleagues around challenging issues/dilemmas that are likely to arise when working with learners. Their purpose is to foster reflection and provide opportunities to refine skills – preparing the way for selected changes that can improve teaching and learning.

Canada is increasingly reliant upon international medical graduates (IMGs) to bolster its physician workforce. They now constitute about one-quarter of practising physicians – even more in some areas. As new immigrants, IMGs confront vast, often overwhelming change, from new disease patterns and diverse learning styles, to differences in language and culture. Many IMGs have to obtain Canadian medical training after their arrival. Entry into this training is highly competitive, and may pose additional challenges for both IMGs and their teachers. Through preparation and orientation, teachers can work with IMGs in an effective, collaborative manner to enhance their learning experience and ease their transition to a new country and health care system.

### Clinical Challenges for IMG Learners:

- Differences in cultural norms, expectations of learning, and evaluation procedures compared to the Canadian experience.
- Language/communication skills.
- Diverse workplace and patient care expectations.

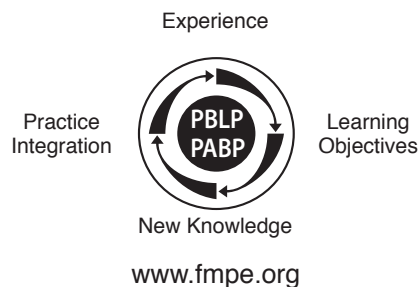
### Module Objectives:

- Understand/clarify the past experience/background that IMGs bring to the learning situation and how preceptors can capitalize on this.
- Provide some practical strategies for dealing with language barriers and improving communication skills.
- Help IMGs adapt to the Canadian teaching and learning environment and clarify expectations for IMGs regarding the roles of learner and clinician.

Developed in collaboration with:



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Case Example: Harpret, 41 years old, female, resident on family practice rotation

#### Part One

Harpret is a 41-year-old resident who presents to your office for a two-week family practice rotation. She reports that she was trained as a GP and had one year of residency after medical school. She had practised in a medium-sized city in India for the last seven years.

- What further information would be helpful from Harpret?

SAMPLE  
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