

# Transition to Residency (TTR) Clinical Selectives: Primer for Clinical Supervisors

## Purpose of TTR

The Transition to Residency (TTR) course bridges the gap between undergraduate medical education and residency. It prepares final-year medical students for PGY1 by emphasizing:

- Less structured, workplace-based learning
- Increased clinical responsibility
- Helping students get ready for their new role as resident physicians
- Integration and consolidation of prior clinical knowledge and skills

## Role of Clinical Selectives

Clinical Selectives are structured two-week placements at various hospitals and healthcare settings affiliated with the University of Toronto, where students immerse in real-world physician work, including patient care and system-level responsibilities. These are curated placements that:

- Promote graded responsibility and independent learning
- Provide exposure to diverse healthcare environments, including mandatory community sites, and mandatory experience in caring for Older Adults.

## Objectives for Students in Selectives

Clinical supervisors should look for students to demonstrate growth in:

- **Clinical Exposure:** Participation in history-taking, physical exams, care planning
- **Skill Development:** Procedural and technical competencies
- **Professional Behaviours:** Accountability, respectfulness, reliability
- **Communication:** Effective interactions with patients, families, and teams
- **Teamwork & Collaboration:** Meaningful contribution within interdisciplinary settings
- **Residency Readiness:** Independent thinking, safe decision-making, self-reflection

## Supervisor Expectations

You are integral in helping students transition from learners to junior colleagues. Your responsibilities include:

- Integrating students into the clinical environment as an 'almost PGY1'.
- Offering graded supervision and constructive feedback
- Supporting students' exploration of community needs and health systems
- A **faculty appointment** with the University of Toronto, please visit the [Faculty Appointments](#) website for more information.

## Assessment

- Supervisors complete a formal evaluation of clinical abilities, and professional behaviours at the end of each Selective
- Continuous feedback supports student growth and identifies areas for improvement
- Supervisors should notify the course director early if there are performance/professional concerns

## Key Takeaways for Supervisors

- Students should function with increasing autonomy while under appropriate supervision
- Focus on integrative, holistic learning across real-world physician responsibilities

## Questions

If you have any questions, please email [ttr.ume@utoronto.ca](mailto:ttr.ume@utoronto.ca).