

ACADEMY BASED UNDERGRADUATE TEACHING OPPORTUNITIES

2016-2017

REVISED – JAN 3, 2016 - New Highlighted

TYPE OF TEACHING	COURSE NAME	TOPICS COVERED	APROX MINIMUM NUMBER of Teaching Hours per Tutor	POSSIBLE TUTORS
CLINICAL SKILLS TEACHING Small Group 6 students	ICE (Integrated Clinical Experience) YEAR 1 (Formally ASCM 1)	Communication skills, learning to take a medical and psychosocial history and physical examination, case writing and oral presentation. Students learn physical examination by systems at a basic level .	FRIDAY 8-12 AM 1.0 ≈ 40 hrs Specialty sessions-time commitment varies OSCE in May	Generalists eg. family medicine, emergency, internists, general surgeons. Specialists who enjoy teaching the basics. Psychiatrists (communication skills) Clinical Fellows or Senior Trainees with program permission. Essentially same as ASCM 1.
CLINICAL SKILLS TEACHING Small Group 6 students	Art and Science of Clinical Medicine ASCM 2)	Build on skills from ASCM Year 1. Learn focused history and physical exam. In core sessions consolidate learning, more advanced skills and an approach to diagnosis. Students are exposed to subspecialty in block or single sessions. Review sessions at year end help prepare students for final summative OSCE.	THURSDAY 8-12 AM Core Tutors (help students put it all together) 1.0 ≈40 hrs Specialty sessions – time commitment varies eg Pediatrics = 20h Geriatrics= 16h Psychiatry= 16h Rheum = 8h Ortho = 8h ENT = 4h Ophthal = 4h Urology = 4h Breast = 4h Gen Surg = 4h Orthoped = 8h OSCE in May	Generalists Specialists Clinical Fellows or Senior Trainees
CBL (Cased Based Learning) Small Group 8-10	TOPIC (TOronto Patient-centered Integrated Curriculum) YEAR 1	Unit 1 (11 sessions) Intro to Medicine (11 sessions) Unit 2a (25 sessions)- Host Defense, Oxygen Delivery, Metabolism	Thursday 1:30-4:00PM 1.0 ≈ 30 hrs Plus 4 h Faculty Development	Sept - Dec Generalists, Specialists, Clinician Scientists, ANYONE interested in teaching the basics of medicine based on clinical cases. Jan-May anyone but Jan-Feb – Good fit for Hematologist, Cardiologists, Respirologist, Mar-May – Endocrinologist, Nephrologist,, Gastroenterologist (Ideal for previous MNU PBL tutors)
PBL Small Group 8-10	Mechanisms, Manifestations and Management of Disease YEAR 2	Discussion of pathological concepts responsible for disease states. Concepts of disease prevention and therapy. Essentials of Clinical Medicine Covered weekly Pediatrics and Pregnancy to Palliative Care Surgery Medicine	Oct 6x 2 hour sessions Tues & Thursday PM 1.0 ≈ 12 hours Oct – May Two hour sessions Tuesday & Thursday PM The case will start on Thurs and finish the following Tues 1.0 ≈ 20 hours	Pathologist – can be same as tutor doing CBL 2 Any Discipline

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Case-Based Learning (CBL 2) Small Group	MMMD (YEAR 2)	Clinical cases which support understanding of pathology, immunology, autoimmunity, and microbiology.	3X 2.5 hour sessions Thursday 1:30-4:00 PM September 1.0 ≈ 10 hours 2 hr faculty development for new tutors.	Generalists, Specialists, Lab Medicine Specialists
TUTORIALS Small Group	CPPH 1 and 2 Community, Population and Public Health (part of ICE)	Fundamental Principles of Community Health – co-tutored with nurse or other health care professional. Provide support and feedback to students on their Community Based Scholarship Projects.	9X 3 hour sessions Tuesday 1:00 – 4:00 PM. 5 Year 1 sessions, 4 Year 2 sessions (Sept – May) 1.0≈ 30 hours Plus Faculty Dev for new tutors.	Community focused clinicians.
RESEARCH TUTORIALS Small Group	Health Sciences Research (Year 2)	Students will develop capacity to integrate medical research in clinical practice, promote evidence-based medicine and quality patient care. Learn about human translational medicine pathway, the breadth of clinical research pathway (from basic to policy), concepts of critical appraisal, and concepts of human and animal research ethics.	12 x 2 hour sessions Tuesday approximately monthly, Sept – May plus additional availability for instruction 1.0≈ 40 hrs Plus Faculty Development for New Tutors	Tutors must be MD, PhD, or MD/PhD and actively engaged in research. Can be shared with senior research trainee or post-doc.
MENTORSHIP/ ACADEMY SCHOLARS Small Group 8-10 /Individual mentorship	YEAR 1 FOUNDATIONS PORTFOLIO	Academy Scholars will facilitate and guide group discussion about experience as medical student and will give longitudinal feedback to students. Scholar is mentor and advisor to each student on two occasions during the academic year, to review e-portfolio compiled by the student, consisting of formal assessments, student's reflections and learning plan related to these assessments.	8 x 3 hour sessions Tuesday 1:00/1:30– 4:00 PM including two half-hour individual meetings with each student, prep for assessment 1.0≈ 30 hrs Plus Faculty Development	Any Discipline Academy Scholars are respected teachers in their clinical departments, with comfort and skill in engaging trainees and earning their trust, while providing honest and helpful feedback in a supportive fashion.
MENTORSHIP/ ACADEMY SCHOLARS Small Group 6-8	YEAR 3 & 4 CLERKSHIP PORTFOLIO	Promote self-assessment and peer assessment for the students as they compile their portfolios on non-medical expert CanMEDS roles. Reflection, scholarship, time management, physician wellness, career development. Assessment of student portfolios from another group at the end of academic year.	Meeting with group of year 3 students, and assessment of portfolios 4-6 pm - 6 times throughout year , (typically involves marking the reflections approx. 2 hrs each) plus Faculty development for new tutors 1.0 ≈30 hours OR meeting with group of year 4 students, and assessment of portfolio –(typically involves marking the reflections –(approx. 2 hrs each) plus Faculty Development for new tutors 0.5 ≈ 15 hours	Any Discipline Academy Scholars are respected teachers in their clinical departments, with comfort and skill in engaging trainees in group discussion and reflection. Co-tutor with Junior Academy Scholar (Resident or Fellow).

Brief Course Descriptions

YEAR 1 – NEW FOUNDATIONS CURRICULUM WILL BEGIN

For More Information see <http://foundations.md.utoronto.ca/>

Organizing Principles of the NEW Foundations Curriculum

1. Case-based learning is the major vehicle for addressing the content of medicine. Each week students learn around a realistic clinical case in a small group with a faculty member, favouring active learning with fewer passive lectures.
2. The clinical medicine content in each week is closely integrated with relevant clinical skills (history-taking and physical examination) and with the content in basic and social sciences and community and public health.
3. More free time is available for students to pursue individualized activities, including spending time observing physicians at work, doing community-based service projects or participating in research.
4. Assessment involves frequent lower stakes exercises designed to support learning, and provide rich feedback with guidance on how to address areas requiring more attention.
5. Electronic learning resources are carefully selected to support all aspects of learning.
6. Lectures and expert-led seminars continue to be offered where they are particularly relevant to ensure student learning is maximized.

YEAR 1 COURSES

1. **TOPIC course (Toronto Patient-centered Integrated Curriculum):** Responsible for much of the clinical content, via case-based learning, self-study as well as lectures and seminars.
2. **ICE course (Integrated Clinical Experience):** One half-day each week of **Clinical Skills** teaching (formally **ASCM**), Experience in the community in **CPPH** and time spent observing clinical work (**EEE** -Enriching Educational Experiences)

Clinical Skills - Academy hospital-based groups of 6 students, takes place each Friday morning September to May. Core tutors teach 9-12 sessions over the year. The first semester introduces the skills of history taking, communication skills and case report writing with an introduction to physical examination. Semester 2 builds on more advanced interviewing and further learning of the physical examination linked with TOPIC.

Community, Population and Public Health 1 (CPPH-1 and 2) : CPPH-1 and 2 teaches the fundamental principles of community health. There is a combination of academy-based sessions and field visits to community agencies and inner city schools. Academy-based tutorial sessions review the principles of community health learned highlighted in the field visits. These sessions are co-tutored with a registered nurse or another health care professional. Starting in the Spring of Year 1, students will be assigned to a community partner agency generally in pairs, to develop and complete a community based scholarly project (CBS). These sessions occur on Tuesday afternoons (Sept-Apr) for Year 1 students and for Year 2 students.

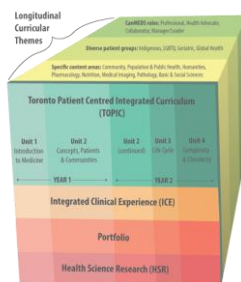
3. **Portfolio course:** An opportunity for guided reflection on what students are learning, and also the setting for the various assessment exercises.

Units

These courses run through four sequential units, Units 1 and 2a occur in Year 1.

1. **Introduction to Medicine:** 11-week unit at the start of first year
An introduction to the basic and social sciences relevant to medicine, to cognitive science, to clinical skills and community health
2. **Concepts, Patients and Communities:** 25 weeks in first year, and the first 16 weeks of second year
An instruction on health and the diagnosis and treatment of disease relevant to all of the body's systems.

Foundations Curriculum



YEAR 2 – Will run with the existing curriculum for the final time.

YEAR 2 COURSES

1. **ASCM 2:** This course builds on the learning from year 1. The focused history and physical examination is introduced. Core tutors lead groups of 6 students to continue to learn clinical skills and do oral and written presentations while integrating knowledge of disease states. Specialty teaching occurs in: pediatrics, psychiatry, geriatrics and surgical subspecialty areas such as the breast and prostate exam. Sessions occur Thursday mornings from September to May. Each core tutor does approximately 8-10 sessions.

2. **Mechanisms, Manifestations and Management of Disease (MMMD):** 36 weeks.

This course provides the general education necessary to understand the complex interactions that occur at the tissue, cellular and molecular level during the initiation and progression of disease. Students learn disease presentation, investigation and management. It is lecture, seminar, PBL and CBL based. It runs Sept to May. PBL tutorials occur twice a week on Tuesdays and Thursdays.

CBL2 (Case Based Learning): A three Week Pilot in September – 3 cases will be used to demonstrate the clinical and pathological basis of disease. These cases will be part of MMMD. They are designed to pilot the new integrated learning curriculum.

3. **Health Science Research (HSR)**

This new course (replacing DOCH2) aims to help students develop capacity to integrate medical research in clinical practice, promote evidence-based medicine and quality patient care. They will learn about the human translational medicine pathway, the breadth of clinical research pathway (from basic to policy), concepts of critical appraisal, and concepts of human and animal research ethics. There will be 12 tutorials, 2 hours each on Tuesdays approximately monthly, plus additional availability for instruction and faculty development for a total of approximately 40 hours. Responsibility for this course can be shared with a senior research trainee or post-doc. Tutors must be MD, PhD, or MD/PhD and actively engaged in research.

4. **CPPH2 See above.**

YEAR 3 and 4 Portfolio Program

The Portfolio Program will provide guided self-assessment and peer assessment for a group of 6-7 students as they compile their portfolios which will collect evidence of competency in the non-medical expert CanMEDS roles. Reflection, self-assessment, scholarship, time management, physician wellness, and career development are some of the relevant skills encouraged by portfolio building. Independent assessment of the student portfolios will occur at the end of the academic year. Academy Scholars (superb teachers/clinicians) and Junior Academy Scholars (residents) will facilitate and mentor the group for **six two hour sessions for year 3 students** over the course of the academic year **OR** will facilitate a group of year **students for three two hour sessions** and **provide independent assessment of another group of students' portfolio.**