

A Word
pg 1

News
pg 2-3

Upcoming
Events
pg 3

Of Note
pg 3-4

Academy
Challenge
pg 4

Contact
pg 4

A Word from the Academy Director



An exciting transformation of the preclerkship began this fall. A three week pilot called the **Toronto Online Patient-Centered Integrated Curriculum (TOPIC)** occurred in November for first year students. It was imbedded in Structure and Function, a course which normally teaches the basics of anatomy and physiology. The major pedagogical thrust of this new curriculum is to integrate the learning of basic science knowledge with case based discussions so that the strength of connection between basic science concepts and clinical science is emphasized. Rather than learning the basics of anatomy, physiology, and biochemistry as separate subjects prior to studying and understanding human disease states, it is hoped that students will have greater understanding, imprinting, and retention of foundational and fundamental knowledge because of the early introduction of the application of basic science concepts to patient problems.

The new curriculum also addresses the changes in ways in which people prefer to learn today and the use of technology to modernize our approach to providing knowledge transfer. We know that students prefer not to spend many hours in lectures and therefore, fewer lectures are provided. Instead, select material is provided in lecture format, and other material is presented through on line learning modules with videos which contain pre and post-tests of the materials, allowing students

to move through the material at their own pace and to formatively test their knowledge. Resources are provided which include lecture notes, slides, articles, and Mr.GB, a virtual patient, as well as key in-person seminars. The clinical material covered these three weeks included a case of a person with COPD, the diagnosis and approach to hypertension, and assessment of CHF, while students simultaneously learned the anatomy and physiology of the cardiovascular and pulmonary systems. Students met on the Mondays in groups of nine with a resident tutor to start to formulate answers to patient focused questions and then met on Thursdays with their faculty tutor to revisit the answers to these case based questions in a deeper and more comprehensive manner, challenging their understanding of the content and principles and identifying needs for ongoing learning. These small group sessions with our tutors are referred to as CBL (Case Based Learning).

What's different between PBL (Problem Based Learning) and CBL? At U of T, we likely never did PBL in its purest form. In strict PBL, content is not provided for learning and students are asked to set their own learning objectives and find their own learning resources, guided to understanding by their facilitator but not directed. At U of T, despite having PBL since the early 1990's, we never abandoned providing lots of content for students alongside having PBL sessions. CBL relies

Continued from previous page

on content being vetted and provided to students as reliable sources but students are expected to come to CBL sessions with lots of preparation based on the resources provided, and then to have a rich discussion based on that material and any other knowledge they bring to the table. What is the difference to the CBL tutor? You have to do your homework too (ahead of time) to direct the rich discussion. Having participated personally as a tutor in this pilot, I can say it's a great way to upgrade your own knowledge of basic science.

Another unique aspect of the pilot was a small group reflective exercise on understanding the way we learn and a discussion on successful strategies for learning – something I never did as a student.

The design of this new curriculum has been led by two amazingly energetic, collaborative and complementary individuals, Dr. Marcus Law and Dr. Pier Bryden. Marcus is Director of Medical Education at TEGH, WB Academy Associate Site Director and Deputy Preclerkship Director, and our educational technology guru. And Pier is Preclerkship Director, who happens to be a paediatric psychiatrist, and brings her humanistic and cognitive lens to curriculum development. Many thanks go to Dr. Mike Wiley who, as the Course Director, was game to embrace change and Dr. Martin Schreiber, the UME Curriculum Director, for his support in enabling this innovation.

I extend my appreciation to the WB Academy faculty and residents who participated in this highly successful pilot,

and to Drs. Angela Punnett and Adam Millar who helped me lead the just in time faculty development sessions which were crucial for the tutors. If given approval by the undergraduate accreditation body CACMS, we anticipate a full transformation of our preclerkship curriculum in 2016.

As one of my students said, in contrast to the first two months of medical school this Phase 1 pilot “makes you feel like you are really learning to be a doctor”. It is indeed an exciting time to be part of this curriculum renewal. Stay tuned for more



about the LInC, our integrated clerkship coming in 2015.

*Jackie James
MED MED FRCPC, Editor
Wightman-Berris Academy
Director*

News

The Class of 1T8 was welcomed in August to the Wightman-Berris Academy.

Another 91 keen, diverse and energetic students entered MSH, UHN and TEGH for ASCM and beyond.

Transition to Clerkship 2014



Dr. Rebecca Stovel, Chief Medical Resident at Mount Sinai teaches incoming clerks about how to perform arterial blood gases.



Goodbye to DOCH and Hello CPPH and HSR

This is the final year of our beloved DOCH 2 Course. We say goodbye to a course which saw the students complete a research project at a community agency or in a community clinical practice setting. For many students this course provided a fantastic opportunity to combine their understanding of the social and environmental determinants of health in the community with building their skills at obtaining ethics approval and conducting research. Unfortunately, not all students had an outstanding experience at combining those two objectives in past years.

Continued from previous page

Goodbye to DOCH and Hello CPPH and HSR

Therefore, **CPPH 1** (Community Population and Public Health) began this year, replacing DOCH 1 as a course in which students will continue to gain a deeper understanding of the role that physicians can play in improving conditions in our community which affect the health of our patients, and how to prevent “people” from becoming “patients”. Students will be matched to an agency or community clinical setting for **CPPH 2** which will allow them to work with a community partner on a scholarly project such as creating a program evaluation tool, an

educational resource, or a needs assessment while participating in real service learning.

The course called **HSR** (Health Sciences Research) will bring second year students together with research tutors where they will learn about research methods in depth. This course will also serve to support students who may be participating in research as a co-curricular activity.

Upcoming Events

Wightman-Berris Holiday Party

– Wednesday December 17 4:00-6:00 PM. MSH cafeteria. Golden Stethoscope Awards will be presented.

Doc Talks

- January 8 – 5:15 TGH Helliwell Centre 025.

2nd and 3rd year medical students are welcome to come and hear about what shaped the careers of our faculty, in an intimate setting over a light dinner.

Of Note!

EBOLA Preparedness

Recognizing the complexities of caring for patients with suspected or confirmed EBOLA virus and the need for expert training in wearing personal protective equipment, our hospitals

will be excluding medical students or residents (with rare exception for very senior trainees) from the care of any such patients.

Visit our Website:
wbacademy.utoronto.ca

For more information about the Academy and past editions of the newsletter, nomination forms etc.

Nominate your Third Year Clerk (2014-15) for A Golden Stethoscope Award.

The Golden Stethoscope Awards are given to recognize clinical clerks for being “the kind of student that you would wish to walk into your room if you were a patient”. These Awards recognize students’ caring approach and excellent clinical skills during their 3rd

year rotations.

Supervisors are asked to nominate students for their performance in Third Year and should send nominations to Anne Marie Holmes. Find the nomination form on our website.

Of Note!

Flu Campaign

The TASHN hospitals have implemented a policy of Immunize against Flu or wear a surgical mask in patient care areas during flu season which starts Dec 1.

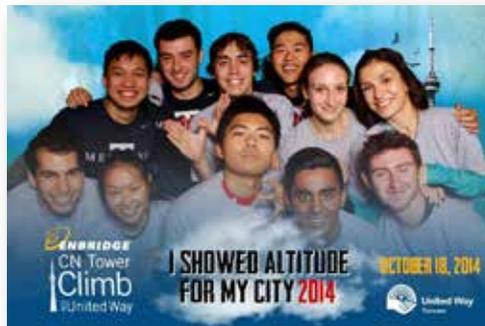
All Housestaff should carry proof of immunization with them at all times – **Get that Flu sticker on your badge!**



Academy Challenge

Events in the Academy Challenge to date have included:

- O Week, Capture the Flag
- The Amazing Race
- CN Tower Climb
- Mini-Monday Challenges.



WB in second place, challenging last year's champions Peters-Boyd

Go Team WB!

December 1, 2014 Standings

1 st	Peters Boyd	260 points
2 nd	Wightman-Berris	195 points
3 rd	Fitzgerald	20 points
4 th	MAM	110 points

Visit our Website: wbacademy.utoronto.ca

For more information about the Academy and past editions of the newsletter, nomination forms etc.

Contact

To submit an article, notice or comments contact: Anne Marie Holmes, annemarie.holmes@uhn.ca

