

A Word

News

Of Note

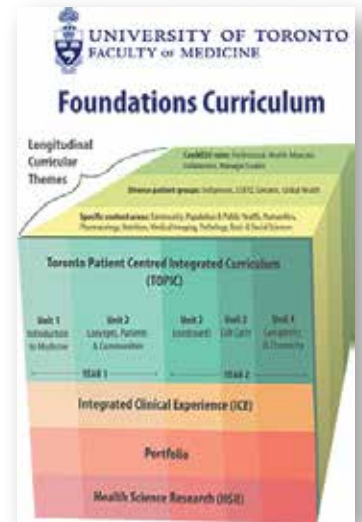
Academy
Challenge

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A Word from the Academy Director

Preparing for Change. In September 2016 we will phase in a new preclerkship curriculum entitled The Foundations Curriculum for our first year students while still maintaining our current second year curriculum for students currently in first year. There are four modules spanning the first two years:

- 1. Introduction to Medicine:** 11-weeks. Introduction to the basic and social sciences relevant to medicine, cognitive science, clinical skills and community health.
- 2. Concepts, Patients and Communities:** 25 weeks in year 1 and 16 weeks in year 2 Instruction on health and the diagnosis and treatment of disease relevant to all of the body's systems, and includes a consideration of all of the major themes.
- 3. Life Cycle:** 9 weeks in second year. Instruction on health and disease from conception, antenatal development, birth, infancy, childhood, adolescence, aging, and for patients who are dying.
- 4. Chronicity and Complexity:** 11-week conclusion. A consolidation of the program with emphasis on chronic disease management, and complex problems with preparation for the clerkship.



The old course names of Structure and Function, Brain and Behaviour, Metabolism and Nutrition, Mechanisms, Manifestations and Management are being replaced. The Art and Science of Clinical Medicine will be integrated into ICE (Integrated Clinical Experiences). Students will be required to do a prescribed number of Enriching Educational Experiences (EEE's) in which they shadow a clinician to gain early insights into the clinical aspect of the MD curriculum and for career exploration purposes. HSR (Health Science Research) and CPPH (Community Population and Public Health) in their current forms will continue as longitudinal elements. Each week will be anchored by a case which is discussed in detail with their tutors in CBL groups. Tutors will probe students' deeper understanding of materials provided on-line and through fewer lectures and the use of programmatic assessment. This form of assessment makes use of frequent progress testing which allows students to test their knowledge in smaller, more digestible pieces, rather than cramming a lot of material in to study for a large summative examination. It also allows students to use self-testing as a method of learning the material. With Problem Based Learning being replaced by Case Based Learning, our tutors will be asked to attend just-in-time faculty development sessions which will help them to understand the new, more active role they will be playing in guiding the deeper understanding of materials based on the case of the week. New elements of this curriculum will also include Portfolio sessions in which students will discuss their understanding of the non-medical expert CanMEDS roles and meet with their Academy Scholar to review their progress twice per year.



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

For more information see the website:

<http://foundations.md.utoronto.ca/>

News

Welcome to 1T9!



Members of Class of 1T8 welcome 91 new students to the WB

On the Transition to Clerkship

I apply the tourniquet. I clean the site. I tense with anticipation. Slowly, I insert the intravenous needle into the arm, anticipating the flow of blood back into the needle

Nothing.

Thankfully, this isn't a real patient – it's a disembodied arm filled with fake blood at the Helliwell Centre. Allow me to provide a glimpse into the whirlwind of excitement that has accompanied these past 3 weeks.



In Transition to Clerkship (affectionately called TTC) the third year medical school class has learned about infection control, change management, therapeutics, imaging, patient safety, and nutrition, to name a few. We have managed our first virtual patient, named Mrs. Singh, and practiced searching efficiently for accurate information to assist with point of care decisions. We received our pagers, which was followed by the strangest sense of excitement and many, many, photoshoots. But most importantly, at the annual TTC dinner we recited our clerkship oath and stated our commitment to the patients, families, and our healthcare teams that we will be working with in less than a week.

In addition to the procedural skills day, which provided a chance for all of us to try our hand at venipunctures, arterial blood gases, and intravenous lines, I really

enjoyed our small group discussions on poverty as a determinant of health. The social determinants of health, particularly income and housing have an

incredible impact on the health of all the patients we will encounter. As medical students we must be cognizant of these determinants, and ensure that vulnerable patients are not further stigmatized when we interact with them in healthcare. There is also immense power in the hands of medical students and healthcare professionals as we possess a trusted

voice in the eyes of the public. I learned how valuable that voice can be in influencing policy discourse, where we can have far-reaching impacts on patient populations. I hope to explore this dual role of clinician and advocate further this year.

Leaving TTC, do I feel excited to enter the wards? Absolutely! Anxious about what's coming? Absolutely! But there is one key take home message from my TTC experience that reassures me as my first day nears: Never underestimate the power of a compassionate relationship with your patient – it may very well be the most therapeutic thing you can offer them.

But until then, I still have some time to master injecting that arm.

Ali Damji, MD Candidate 2017

News

Holiday Cheer at the WB Holiday Party



Golden Stethoscope Awards

Supervisors of Third Year clerks were asked to nominate students for their performance during their 3rd year clerkship rotations. This Award recognizes students' caring approach and excellent clinical skills. At the Holiday Party, the 2015 Golden Stethoscope winners were announced. Here are the eight recipients, and the kind of people you would most want to walk into your room if you were a patient. **The recipients were:**

| | |
|-----------------|----------------|
| Eric Coombs | Richard Holmes |
| Mena Gewarges | Sandra Huynh |
| Keith Gunaratne | Lucy Li |
| Megan Himmel | Graham Lloyd |



Of Note!

UHN has some great new materials available to help medical trainees complete a good discharge summary. Check out this website!

<http://www.uhnmodules.ca/DischargeSummary/>



Visit our Website: wbacademy.utoronto.ca

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

Academy Challenge

WB Students Rising to Great Heights

This past November our very own WB students supported the United Way by participating in this year's CN Tower Climb.



Soon to come: The Clothing Drive in conjunction with Community Outreach.

The Academy Challenge is a friendly competition between academies, organized by the students to enhance student life and raise money for local charities.

Standings as of January 2015 - Go WB Go@

Total points

| | | |
|-----------|-------------|------------|
| 1st place | Peters Boyd | 245 |
| 2nd place | WB | 220 |
| 3rd place | MAM | 175 |
| 4th place | Fitzgerald | 165 |

Contact

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