

A Word

Profile

News

Of Note

Academy
Challenge

Contact

A Word from the Academy Director

The Academy Scholar – Helping our students to reflect on performance

This past fall I was so proud to witness the launch of the new Foundations Curriculum for the 2T0 Class. There have been so many elements to this new curriculum that are fulfilling the promise to be truly innovative while at the same time preparing our students to understand how to become members of a centuries-old occupation. When there are so many professions today that I would never even dreamed of when it was time for me to choose my career in the 1980s, I am astounded by the sustained interest young highly intelligent and talented individuals have in becoming a physician. I have been privileged in my tenure as Academy Director of the Wightman-Berris to observe and interact with these truly gifted students who have enrolled in our medical school, bringing with them a wealth and diversity of educational, professional and cultural backgrounds.



In some ways becoming a physician does not hold the same cache or prestige today that it once may have for earlier generations. Still I believe it offers so much more; a challenge to be called on to do many things, advance many skills and to be leaders in the ever-changing world of health care provision. Our students learn quickly that while they are expected to be leaders within healthcare teams, our care for patients is more and more driven by our patients who are at the centre of our healthcare team, and our health professional colleagues who bring to the table great expertise to guide that care. Many medical students today have a deep interest in pursuing research careers and/or strongly advocating for the vulnerable of our society and want to do more than just being a doctor. I recently attended the annual Medical Student Research Day and was simply blown away by the calibre of research that these students are doing when they are not in the lecture hall, completing on line modules, or participating in skills learning and case-based learning. Many students are also pursuing formal leadership training, learning about public and healthcare policy making, and striving to improve the quality of systems of healthcare.

I believe that we have struck a new balance at our medical school between providing students with ways to acquire current, up-to-date evidence based basic science knowledge integrated with clinical science in case based approach. We also provide physicians-in-training with opportunities for self and group reflection focused on professionalism and staying true to the principles of patient-centered care. We have set into motion a new way to engage these highly motivated energetic people in the very noble pursuit of a career in medicine.

Much credit for the success of this launch goes to the unwavering dedication of Drs. Marcus Law, Pier Bryden and Martin Schreiber as the Foundations Curriculum chief architects and to my outstanding fellow Academy Directors, Drs. Pamela Coates, Molly Zirkle and Gena Piliotis who are the best enablers of success I have ever had the privilege of working with. And of course the Course Directors, administrators and tutors who made it actually happen for our students.

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



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

Profile

LINC

What is the Longitudinal Integrated Clerkship (LInC)?

The LInC program is an alternative model for the core clerkship experience in medical school, which first launched in 2014 at the University of Toronto. Overall, my experience in the program has been incredible and I would certainly choose it again if I had the choice. For each core clerkship rotation, I work with about 1-2 preceptors longitudinally as I complete all rotations simultaneously throughout the year. In a given week, I rotate between specialties daily and sometimes even work in two different specialties within a day. There is white space (unscheduled time) during the week, during which I can study or pursue additional clinical activities outside the core curriculum. There are also immersion periods for certain specialties, akin to the block-clerkship style of learning, including 4 weeks of Internal Medicine and 3 weeks of General Surgery, to complement the longitudinal clinics I have in medical and surgical subspecialties throughout the year.



What are your favorite aspects about LInC?

Working with the same preceptors over time has been a valuable experience. I am about halfway through the year, and by now all of my preceptors understand both my skills and comfort level, which allows me to jump into clinics seamlessly. Many of my preceptors have become mentors as well, offering advice related to my diverse interests including medical education and health systems leadership.

Cross-pollination of knowledge and integrated learning have been focal aspects of the program, as anticipated. It has been really neat learning about an illness in one specialty, such as Otolaryngology, and then using this knowledge in other contexts such as Emergency Medicine, Family Medicine, or even Respiriology. Moreover, in the LInC program, we write exams about midway through each rotation (for example, having completed three of six weeks of Family Medicine). LInC students achieve equivalent success on exams compared to other clerks, but returning to a given specialty after writing the exam has been fantastic for learning, because we can apply what we studied and consolidate our understanding.



Longitudinal follow up with patients has also been very rewarding. It has been very satisfying to start patients on treatment and see them improve in the coming months. One patient I have been following in Obstetrics even asked me to help deliver her baby, which is a huge testament to the relationship we have developed throughout the LInC program.

Overall, the program has been a unique and enriching way to spend my third year of medical school and I would highly recommend it to both preceptors and students who are interested in participating!

Sincerely,
Brandon Tang
Class of 1T8

News

Wightman-Berris Holiday Party – 2016

This December, WB Academy rang in the season with another swinging Holiday Party full of splendour and cheer. But, it wasn't all fun and games. The evening was also an opportunity to honour the 2016 Golden Stethoscope Winners – a group of students recognized for their superior care and excellent clinical skills. This year's awards went to nine clerks, graciously nominated by their Third Year supervisors for being the kind of care provider any patient would want to walk into their room.

Join us in congratulating this year's outstanding recipients:

Sumedha Arya
Aaron Chan
David Croitoru
Maisam Makarem
Jeremy Matlow

Anne Mullen Grey
Anton Nikouline
Marcus Tan
Shahob Hosseinpour



Nominate your Third Year Clerk (2015-16) 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 3rd year and should send nominations to Anne Marie Holmes. Find the nomination form on our website.

Deadline for Nominations August 30, 2016.

Farewell to the Class 1T6

Of Note!

Privacy is Paramount!

Tips to safeguarding personal health information

- Never discuss patients in public areas, buses, and elevators.
- Hold onto your sign-out sheets – treat them as gold! Shred all consult sheets and sign out sheets that are not going into patient charts.
- CGTA and PRO results are only for use in direct patient care only. They cannot be used for education, research or quality projects.
- Only use your own EPR access numbers, never use someone else's.
- **NEVER** post photos of patients or patient histories online without explicit patient permission.
- **NEVER** text PHI (Personal Health Information) on a mobile phone.
- Use only hospital email or ONEMAIL for secure communication of PHI.

Academy Challenge

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

The Wightman-Berris is trailing – a bit like the Leafs and Raptors– but there is still hope!

Congrats to all the organizers and participants!

STANDINGS AS OF FEBRUARY 2017

1st place	Peters Boyd	453
2nd place	Fitzgerald	356
3rd place	WB	307
4rd place	MAM	173



Wightman-Berris Awards

Will take place Thursday May 4 at 5:00-6:00 PM Helliwell Centre Toronto General Hospital Eaton Ground. Come celebrate our outstanding teachers and educators.

Contact

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

