



Faculty of Medicine, University of Toronto

JOB DESCRIPTION

MD Program

TOPIC Case Based Learning (CBL) Faculty Tutors (August 30, 2017 to May 30, 2018)

Modified 2017.02.27

DESCRIPTION

In the Foundations Curriculum, TOPIC (**T**oronto **P**atient-centred **I**ntegrated **C**urriculum) brings together case based learning, clinical application workshops, lectures (both online and in person), virtual cases, and curated online resources, to provide students with an integrated approach to learning the foundational basic and clinical sciences, social sciences and humanities subjects relevant to medicine.

Case Based Learning (CBL) is a form of small group learning where a case is used to stimulate and guide student learning. Tutors have a key role in ensuring that students stay on track by utilizing the learning objectives to focus student learning to the specific outcomes. They play a more directive role than tutors in PBL to ensure that students integrate basic science knowledge with their understanding of the clinical case and generally achieve the specified objectives.

Cases are written as real-life clinical problems that provide students with context in order to promote the relevance of what they are learning and, where appropriate, to assist them in integrating basic science content with clinical presentations. Through CBL, students consolidate their learning by applying prior and newly acquired knowledge, actively collaborating with their group members, using problem solving and critical thinking skills, and identifying their own learning needs as they attempt to understand the case(s).

Under the general direction of the Course Director, the Case Based Learning (CBL) Faculty Tutors will be involved in facilitating one weekly, 2.5 hour session with a group of 8 -10 first year students or second year students. During these tutorials, the CBL tutor will use the content in the weekly case-specific tutor guide, the general CBL faculty guide, and a group assignment submitted by the students, to help the students attain a deep approach¹ to learning of the case materials.

¹ F. Marton and R. Sajo "On Qualitative Differences in learning: 1 Outcome and Process" British Journal of Education Psychology 46, pp4-11(1976)

We are looking for tutors who can commit to teach, possibly within a small tutor team, throughout a course, as we are prioritizing a longitudinal relationship between tutors and students that will enhance tutor opportunities for mentorship, role modelling, and formative feedback. Adequate review of materials by the CBL tutor prior to sessions will prepare non-content expert tutors to feel comfortable with subject matter designed to support generalist competencies. CBL tutors will be strong, enthusiastic teachers, able to provide practical guidance.

TIME COMMITMENT

Session Dates	<p>Year 1 2017, August 31 September 7, 14, 21, 28 October 5, 12, 19 November 2, 9, 16, 23, 30 December 7, 14</p> <p>2018, January 4, 11, 18, 25 February 1, 8, 15, 22 March 1, 8, 22, 29 April 5, 12, 19, 26 May 3, 10, 17, 24, 29/30 (<i>Tuesday AM/PM or Wednesday AM</i>)</p> <p>Year 2 2017, August 30 September 6, 13, 20, 27 October 4, 11, 18 November 1, 8, 15, 22, 29 December 6, 13, 20</p> <p>2018, January 10, 17, 24, 31 February 7, 14, 21, 28 March 7, 28 April 4, 11, 18, 25 May 2, 9, 16, 23, 30</p>
Session Time	<p>Year 1 – Thursdays at 1:30 PM to 4:00 PM</p> <p>Year 2 – Wednesdays at 9:00-11:30 PM</p>
Duration of Teaching Session	2½ hours
*Estimated Prep Time	Varies according to subject area and tutor comfort with material. Consider up to 2 hours for each session for the first time teaching the course
** Foundational Faculty Support/Development offered in a Hybrid (Blended) Learning Environment	Average 4 hours
Assessment/Marking	Student Contribution to CBL evaluations at the end of each teaching block
Individual Student Meetings	N/A
Travel Time Required (<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO)	Sessions will take place at Academies

* Depending on content area and interest this prep time will vary.

** Additional support may be provided as needed throughout the teaching block. This support is being determined and will be optional.

QUALIFICATIONS

Tutors will be physicians with a faculty appointment, passion for teaching and able to facilitate a generalist approach. We welcome faculty who may not have had experience with CBL.

Responsibilities

Successful faculty will also have:

1. An ability to provide teaching in a small group setting.
2. Good communication skills.
3. A commitment to setting and meeting high expectations for themselves and their learners.
4. The ability to adapt to new situations rapidly.
5. A desire to help medical students become the best physicians possible.
6. The ability to teach a broad range of subject matter, with commitment to providing students with a generalist understanding.
7. Experience and comfort in providing students with constructive feedback.

Tutorials

Tutorials occur once weekly, every Thursday afternoon (for year one students), and Wednesday morning (for year two students) for two and a half (2.5) hours. Tutorials will take place at the academies. Tutors may take up to 12-16 weeks consecutively (depending on the length of the specific Course which are described below) alone, or share the 12 weeks block with a small collaborative team of tutors arranged in coordination with the relevant Academy Director. (See *Timetable* for description of courses and blocks).

Student Assessment

Faculty will be required to provide students with in-group verbal feedback, and to facilitate peer-to-peer feedback when appropriate.

Faculty will be asked to complete a single online evaluation per block of teaching on each student.

FACULTY SUPPORT/DEVELOPMENT

If you are preparing to engage in this teaching role the Office of Faculty Development in the MD Program will make available a variety of foundational resources that you can consult and/or attend prior to and during your role in this course. Additional enrichment resources will also be made available, in addition to the foundational opportunities, to assist you as you increase your expertise in these roles.

TIMETABLE: Case Based Learning - Faculty Led Sessions Schedule

Week	Yr	Course	Section	Sub-section	Session Number & Module	Date of CBL Session
1	1	Introduction to Medicine (11)	Molecules, genes, and chromosomes (3)	Genes	#1: Genes	August 31
2				Chromosomes	#2: Chromosomes & Other Genetic Mechanisms	September 7
3				Molecules	#3: Molecules	September 14
4			Cells, tissues, and organs (3)	Cell biology	#4: Cell Biology	September 21
5				Tissues and organs	#5: Tissues & Organs	September 28
6				Embryology	#6: Embryology	October 5
7			The whole person (3)	Growing up	#7: Growing up	October 12
8				Lifestyle Medicine	#8: Lifestyle Medicine	October 19
9				Drugs	#9: Drugs	November 2
10			Family, community, society (2)	Family and community	#10: Family & Community	November 9
11				Society	#11: Society	November 16
12		Concepts, Patients, Communities 1(25)	Host defense & Oxygen Delivery (11)	Microbiology	#12: Microbiology I	November 23
13					#13: Microbiology II	November 30
14				Immunology	#14: Immunology I	December 7
15					#15: Immunology II	December 14
16				Blood	#16: Blood I	January 4
17					#17: Blood II	January 11
18				Dermatology	#18: Dermatology	January 18
19				Cardiovascular	#19: Cardiovascular I	January 25
20					#20: Cardiovascular II	February 1
21					#21: Cardiovascular III	February 8
22					#22: Cardiovascular IV	February 15
23			Respiratory	#23: Respiratory I	February 22	
24				#24: Respiratory II	March 1	
25				#25: Respiratory III	March 8	
26			Metabolism and homeostasis (11)	Endocrine	#26: Endocrine I	March 22
27					#27: Endocrine II	March 29
28					#28: Endocrine III	April 5
29					#29: Endocrine IV	April 12
30				Gastrointestinal	#30: Gastrointestinal I	April 19
31					#31: Gastrointestinal II	April 26
32					#32: Gastrointestinal III	May 3
33					#33: Gastrointestinal IV	May 10
34				Kidney & urinary tract	#34: Kidney & Urinary Tract I	May 17
35					#35: Kidney & Urinary Tract II	May 24
36			#36: Kidney & Urinary Tract III		May 29 or May 30	

Week	Yr	Course	Section	Sub-section	Session Number & Module	Date of CBL Session
37	2	Concepts, Patients, Communities (16)	Movement, Sensation, Behaviour (16)	Musculoskeletal	#37: Musculoskeletal I	August 30
38					#38: Musculoskeletal II	September 6
39					#39: Musculoskeletal III	September 13
40				Neurologic	#40: Neurologic I	September 20
41					#41: Neurologic II	September 27
42					#42: Neurologic III	October 4
43					#43: Neurologic IV	October 11
44					#44: Neurologic V	October 18
45					#45: Neurologic VI	November 1
46				Psychiatric	#46: Psychiatric I	November 8
47					#47: Psychiatric II	November 15
48					#48: Psychiatric III	November 22
49					#49: Psychiatric IV	November 29
50				Special Senses	#50: Ophthalmology I	December 6
51					#51: Ophthalmology II	December 13
52					#52: ENT	December 20
53	Life cycle (9)	Reproductive (4)	Gynecology	#53: Gynecology	January 10	
54			Sex and Gender Based Medicine	#54: Sex and Gender Based Medicine	January 17	
55			Obstetrics	#55: Obstetrics I	January 24	
56		#56: Obstetrics II		January 31		
57		Life stages (4)	Neonate and Infant	#57: Neonate and Infant	February 7	
58			Child	#58: Child	February 14	
59			Adolescent	#59: Adolescent	February 21	
60			Geriatric	#60: Geriatric	February 28	
61			Palliative care (1)	Palliative Care	#61: Palliative Care	March 7
62	Complexity and Chronicity (11)	Population-Specific care, Pain, and Medical Psychiatry (3)	Population-Specific Care	#62: <i>Chronic Pain (No tutors required)</i>	<i>*No CBL for this week</i>	
63			Chronic Pain	#63: Population-Specific Care	March 28	
64			Medical Psychiatry	#64: Medical Psychiatry	April 4	
65		Surgery & Trauma (2)	Surgery	#65: Surgery	April 11	
66			Trauma	#66: Trauma	April 18	
67		Complexity (3)	Complexity	#67: Diabetes	April 25	
68				#68: HIV	May 2	
69				#69: Developmental Disability/ Transitions in Care	May 9	
70			Cancer	#70: Complex Cancer	May 16	
71		Global Health & Outbreak (2)	Global Health	#71: Global Health	May 23	
72			Infectious Disease Outbreak	#72: Infectious Disease Outbreak	May 30	