



University of Toronto

OFFICE OF THE VICE-PRESIDENT AND PROVOST

TO: Committee on Academic Policy and Programs

SPONSOR: Edith Hillan
CONTACT INFO: edith.hillan@utoronto.ca

DATE: April 28, 2006

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Faculty of Medicine: Medical Radiation Sciences Program curriculum redesign

JURISDICTIONAL INFORMATION:

The Committee of Academic Policy and Programs recommends to Academic Board for approval proposals that involve joint programs with external institutions.

PREVIOUS ACTION TAKEN:

HIGHLIGHTS:

The Faculty of Medicine and The Michener Institute for Applied Health Sciences seek the approval of a major curricular redesign for the joint degree and diploma Medical Radiation Sciences (MRS) Program (attached). The basis for the curriculum redesign is the inclusion of five interprofessional education (IPE) courses, and a clinical preparation course that involves simulated experiential learning for the students enrolled in the MRS Program.

Health professional education programs are committed to producing practitioners with the knowledge skills and attitudes necessary to work in the modern health care environment. The ability to work in collaborative teams comprised of many different health care professionals such as physicians, nurses, and allied health practitioners is now a core fundamental skill. Traditionally, health professional students have not been well prepared by their uni-professional undergraduate didactic and clinical teaching programs to practice in an interprofessional environment. The need for curricular reform is well recognized^{1,2} and pervasive among all health professional groups, and supported by the Faculty of Medicine and The Michener.

Interprofessional Education: The MRS Program offers 30 % of its current program in an IPE environment. Courses are taught by physicians, physicists and medical radiation technologists to one, two or a mix of all three medical radiation disciplines. This proposal builds on this existing culture and repurposes existing curriculum more explicitly, and adds content to assist students with developing the communication and collaboration skills necessary to work in IPE teams in the clinical environment. All interprofessional courses will be taught in a collaborative fashion with instructors/facilitators for classes, labs and tutorials coming from a cross-section of the participating programs. Although the development of the content and structure of these courses is not yet complete, the expectation is to involve guest presenters from various groups across the health care continuum from professionals to patients.

¹ Health Professions Education: A Bridge to Quality, a report of the Institute of Medicine of the National Academies, <http://www.nap.edu>

² Romanow Report of the Commission on the Future of Healthcare in Canada
<http://www.hc-sc.gc.ca/english/care/romanow/index1.html>

Clinical Simulation Courses: Another hallmark of health professional education is the acquisition of a defined set of core clinical competencies, or skills. Clinical education has evolved over time from a traditional apprenticeship where students learn by observing and doing, to a more formal education program that has analyzed and deconstructed complex clinical tasks into a sequence of skill building activities. The early sequences can now be moved out of the hospital and into controlled educational environments that simulate the clinical environment without the accompanying risks to patients, and concerns regarding safety. The process of simulating clinical learning is becoming a field of health professional education research, and we have an opportunity to contribute at a both a theoretical and practical level.

Both partners believe the inclusion of interprofessional learning opportunities and the simulated clinical experience will better prepare the students for the clinical environment and provide them with a solid foundation of interprofessional and clinical practice. As is noted in the documentation, admission requirements, overall length of the Program and number of credits required for the conferring of the BSc will not be altered. The learning outcomes for the redesigned program are also the same, only the methods to achieve them have been revised.

The Council of the Faculty of Medicine considered and approved the proposal on March 27, 2006.

FINANCIAL AND/OR PLANNING IMPLICATIONS:

There are no new/additional financial resources required.

RECOMMENDATION:

It is recommended that the Committee on Academic Policies and Programs recommend to the Academic Board for approval:

THAT the Medical Radiation Sciences Program curriculum redesign, as outlined in the attached documentation dated March 21, 2006, effective for September 2007.