



CAME WEBINAR SERIES 2019



Tuesday, May 14, 2019 – This webinar will be delivered in English

Presentation 1: 12:00 to 13:00 EST

Presentation 2: 12:00 to 13:00 PST (3:00pm-4:00pm EST)

Title: Cognition before Curriculum: Insights on basic science integration

Presenter: Nicole N. Woods, PhD

Biography: Nicole N. Woods, PhD is Director of The Centre for Ambulatory Care Education (CACE), at Women’s College Hospital and Associate Director of the Wilson Centre, Faculty of Medicine, University of Toronto at University Health Network. Dr. Woods joined the University of Toronto in 2006 and

leads a successful program of research in health professions education. A cognitive psychologist by training, her work focuses on the role of biomedical knowledge in clinical reasoning and the value of basic science training in the development of medical expertise. Dr. Woods is currently Associate Professor in the Department of Family and Community Medicine and an Education Scientist in the Office of Education Scholarship.

Overview: With calls for better integration of basic and clinical sciences at all levels of health professions education come various efforts at curricular reform. This includes significant changes to the overall structure of medical curricula – shifting away from the 2 + 2 training model that once was the dominant North American model. Instead, educators and administrators are investing significant resources and energy into new the creation of curricular models intended to increase integration. In this presentation, I will discuss a framework for understanding the structure and function of basic science knowledge in health professions education. I argue that a focus on the mental representation of diagnostic categories, the structure of basic science and clinical knowledge therein and how both forms of knowledge are used by experts and novices to solve clinical problems will result in greater educational gains than a focus on curricular structure

Learning Objectives:

1. Define educational approaches that support integration of basic and clinical sciences
2. Explain what forms of knowledge constitute basic science
3. Discuss practical approaches for teachers to support cognitive integration