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There are three topics in our block: nutrition, the gastrointestinal system, and biochemistry. These three topics are related and we emphasize the connections between the topics. At the same time, they are independent subjects with their own principles and language; it is important that you learn them as both related and independent disciplines. In addition, biochemistry and nutrition are basic sciences; these disciplines provide a vocabulary for other parts of the curriculum.

The section discusses the micronutrients (vitamins and minerals) and macronutrients (carbohydrates, proteins and lipids) required for human health. The vitamins and minerals are cofactors for many of the biochemical processes that are discussed in the biochemistry section. We discuss the digestion and absorption of micronutrients. Students also learn how the overall energy balance of macronutrients is necessary for growth and the maintenance of weight. We discuss the diseases and the metabolic consequences of malnutrition and obesity. Note that the important themes of the nutrition section appear throughout the block, not just in the core sessions.

The component has two major threads. The first of these is protein structure and function. Students learn about proteins, both as structural components of cells and tissues and as enzymes. This information is important for understanding proteins as the targets of most drugs. The second thread is metabolism--the transfsmete 0 Tc 0o(s)-2po(s)-nsoteins42e(s)-n4 0 Td (--Tj -0.00

organs, and ii) the regulation of these processes to permit the adaptation of metabolism to various physiological and metabolic states.

In the section

Competency and Definition	Educational Program Objective (EPO)	Block Goals Block 3	Recommended Changes
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**Knowledge for Practice**  
 Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and



Competency and Definition	Educational Program Objective (EPO)	Block Goals Block 3	Recommended Changes
<p><b>Interpersonal &amp; Communication Skills</b>            Demonstrates effective listening, written and oral communication skills with patients, peers, faculty and other health care professionals in the classroom, research and patient care settings</p>	<p>Uses effective written and oral communication in clinical, research, and classroom settings</p> <p>Demonstrates effective communication with patients using a patient-centered approach</p> <p>Effectively communicates knowledge as well as uncertainties</p>	<p><b>Understand and demonstrate effective communication skills for learning and clinical practice environments.</b></p>	<p>NC</p>
<p><b>Research &amp; Scholarship</b>            Demonstrates knowledge and skills required to interpret, critically evaluate, and conduct research</p>	<p>Analyses and effectively critiques a broad range of research papers</p> <p>Demonstrates ability to generate a research hypothesis and formulate questions to test the hypothesis</p> <p>Demonstrates ability to</p>	<p><b>Analyze, critique and present research studies from the primary literature.</b>            NC</p>	<p>NC</p>



Changes anticipated for next year	Reason for changes (evidence)
Combine the 2 obesity TBLs into 1. Create a TBL for Nutrition Concepts	The students commented that the 2 TBLs could be combined into 1. This would allow for the creation of a TBL on nutrition concepts which covers topics in STEP 1 exam
Work on the next steps for incorporating the patient ID cards by adding appropriate learning objectives.	Feedback on the patient demographics not being incorporated into the IQ cases.

No changes

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The Block Goals were updated. The MSGs were replaced by other activities, in preparation for the move to the HEC that cannot accommodate MSGs. Many other smaller changes were also made. These are detailed in our responses to individual points in the PEAC report (vide infra).

We believe that the major recommendations in the report have been addressed.

As discussed below, there are ongoing efforts to improve the block in the following areas:

- Integration of nutrition into all parts of the block
- Improving the nutrition sessions
- Adding bioethics content to Block 3 cases and participating in the implementation of an integrated bioethics curriculum.
- Coordination of Block 3 session with the FCM sessions during Block 3.
- Coordination of Block 8 sessions with Block 3 content.

None. We are pleased with the cooperation and effort of the Block 3 faculty.



went to school. The strength of the WR2 curriculum is that we acknowledge this and have developed a curriculum that allows the student to learn in a more interactive way. We offer Team-Based Learning sessions, interactive framing lectures and most importantly the self-directed learning in IQ cases. The IQ cases have been fine-tuned over the last