

User Guide

Daedalus Medical Development Curriculum Map

Undergraduate Medical Education Program

Dalhousie University

Halifax NS

Compiled February 2016

Daedalus Medical Development



Daedalus Medical Menu

- ▼ Browse
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Introduction

Welcome to the Undergraduate Medical Education's new Curriculum Map, Daedalus Med. Developed by the UGME Office, the Faculty of Computer Science, and Med IT, the new Curriculum Map is a one-stop-shop where you can browse the program's Entrustable Professional Activities, Educational Outcomes, Unit/Clerkship Objectives, Unit Component/Specific Clerkship Objectives and Learning Session Objectives.

Daedalus Med is housed on Dalhousie's Undergraduate Medical Education website under "For Faculty and Staff" and "For Current Students".

Daedalus Med is constantly undergoing changes. If you have any feedback you would like to provide, there is a "Feedback" tab on the right-hand side of the map page.

Shorthand Codes

Before we begin exploring the browsing functions of the new Curriculum Map, it is important to know the various shorthand codes used in the map.

1A~C = Entrustable Professional Activities, Area 1 Professional
2A~C = Entrustable Professional Activities, Area 2 Community Contributor
3A~D = Entrustable Professional Activities, Area 3 Lifelong Learner
4A~E = Entrustable Professional Activities, Area 4 Skilled Clinician
P1~7 = Educational Outcomes, Area 1 Professional
CC1~5 = Educational Outcomes, Area 2 Community Contributor
LLL1~6 = Educational Outcomes, Area 3 Lifelong Learner
SC1a~4c = Educational Outcomes, Area 4 Skilled Clinicians

U = Unit Objectives
CL = Clerkship Objectives
C = Unit Component Objectives
SC = Specific Clerkship Objectives
L = Learning Session Objectives

Year 1 & Year 2

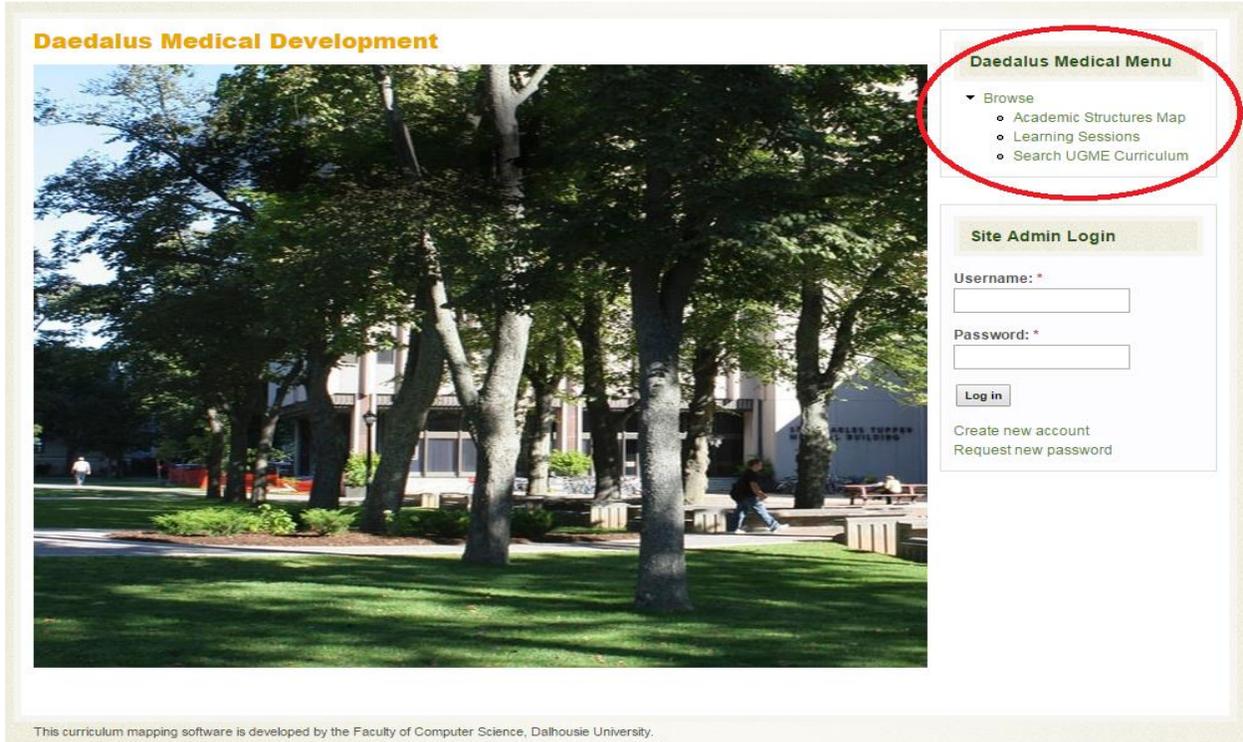
F = Foundations
H = Host Defense
HD = Human Development
M = Metabolism and Homeostasis
SKC = Skilled Clinician I
RW = Rural Week
HM = Health Mentors
NSc = Neuroscience
M2 = Metabolism II
MSK = Musculoskeletal/Dermatology
I = Integration
PC= ProComp I & II
SKC2 = Skilled Clinician II
RIM = Research in Medicine
EL = Electives

Year 3 & Year 4

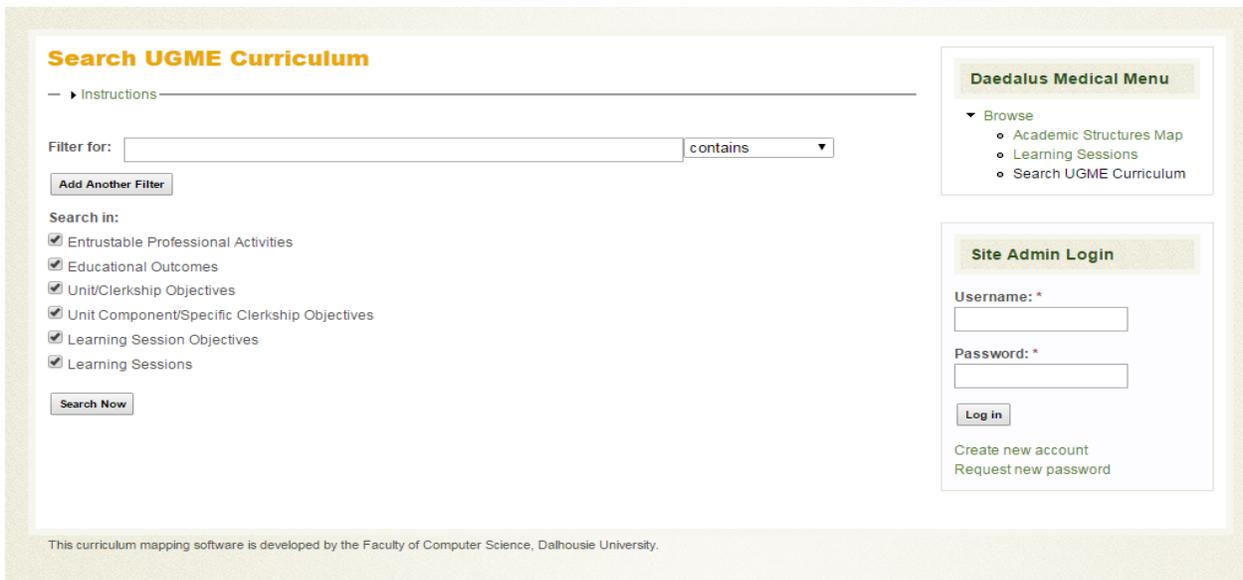
EM = Emergency Medicine
FM = Family Medicine
IM = Internal Medicine
OBG = Obstetrics/Gynecology
PED = Pediatrics
PSY = Psychiatry
SX = Surgery
PIER1 = PIER 1
PIER2 = PIER 2
PIER3 = PIER 3
PIER4 = PIER 4

Search Function

The Curriculum Map utilizes a comprehensive search function, which you will find by selecting Search UGME Curriculum on the Map’s homepage:



This brings you to a page that looks as follows:



Searches can be performed using the following operators:

- *contains*
- *does not contain*
- *full text search*

Contains and *does not contain* are literal in their operation - they will search for exactly the text entered. The *full text search* operator uses the search terms in a more flexible manner. For instance:

- Multiple terms separated by spaces will be searched for individually as well as in sequence (e.g. *test words*)
- Search terms wrapped in double quotes (" ") will be searched for only in sequence (e.g. "*test words*")
- Search terms prefixed with a hyphen (-) will be excluded from the results of the search (e.g. *test -words*)
- Some punctuation will be treated as optional (i.e. *one's* will find results with *one's* and *one*)

Multiple filters

Using multiple filters with the "contains" operator creates a search at the intersection of those filters. i.e. Searching for "necrosis" and "tumor" in two separate filters with "contains" as the operator will only find results that contain both words. Similarly, using the "does not contain" operator in conjunction with a "contains" operator removes items from the results of a broader search.

Using the "full text search" operator with multiple filters is not recommended as the dynamic nature of these queries produces unpredictable search results.

Effective search terms

Use the MeSH database to help identify alternate search terms if your search doesn't return any results. Enter the term you tried into the MeSH search box and select the closest fit MeSH term. Consider the synonyms listed under the "Entry Terms" heading and narrower terms listed in the hierarchy below the MeSH term. Remember to use natural language (rather than inverted language) for your search and try the root word or part of word first.

For example, a search in Daedalus for broken bones doesn't retrieve any results. A search for broken bones in the MeSH database retrieves the entry for Fractures, Bone. After looking at the entry terms (such as Broken Bones, Bone, Broken, etc.) and the more specific terms including Ankle Fractures, etc., you might decide to try searching Bone Fractures (rather than Fractures, Bone) or better yet, try Fracture and select the "contains" option for searching.

Browsing Functions

The Curriculum Map has three browsing features: Browse (general), Browse Academic Structures Map, and Browse Learning Sessions. This section will explore the various browsing options.

Browse (General)

The general browse feature allows users to view the map in its entirety by simply scrolling down the screen. You will scroll through Entrustable Professional Activities, Educational Outcomes, Unit/Clerkship Objectives, Unit Component/Specific Clerkship Objectives and Learning Session Objectives for all units and clerkships.

To access the general browse feature, click on the word Browse in the Daedalus Medical Menu. You are now ready to browse the entire Curriculum Map by scrolling. If you are searching for a particular unit/clerkship, learning session, word etc. you can use the Find function by pressing Ctrl F (much like the Find function you would use in Word documents).

Browse by Academic Structures Map

By using the Academic Structures Map you can search for a particular unit or clerkship and view all Unit/Clerkship Objectives, Unit Component/Specific Clerkship Objectives and Learning Session Objectives mapped to it.

For example, if you type Host Defense into the Filter Units Space and click Submit Filter, you will see all objectives that are mapped to the Host Defense unit, as illustrated in the example below. Please note, this is just a small snapshot of the search results:

Filter Units:

Host Defense

Filter to display the selected unit(s) with all associated academic structures and their learning sessions

Filter Learning Sessions:

Filter to jump to the selected learning session on the page

Submit Filter

Clear Filter

Unit/Clerkship Objectives

Unit/Clerkship Objectives: Host Defense ➡

- ▶ U-H-1: Describe how the physical and cellular elements of the immune system are integrated and how the immune system operates to protect the body from infections.
 - L-H-80: Discuss the presenting and clinical features of Hodgkin's lymphoma.
 - L-H-94: Describe the general location and function of immune tissues.
 - L-H-95: Describe the major functions of neutrophils, monocytes, macrophages, T cells, B cells, mast cells and platelets.
 - L-H-102: Discuss the relative roles of mast cells and macrophages in activation of innate immunity.
 - L-H-103: Discuss the role of complement in innate immunity.
 - L-H-106: Discuss the role of dendritic cells in the activation of adaptive immunity.

Unit Component/Specific Clerkship Objectives

Unit Component/Specific Clerkship Objectives: Host Defense ➡

- ▶ C-H-1: Describe the origins, structure, function and components of blood.
 - L-H-1: Describe the structure and origins of blood.
 - L-H-2: Describe the cellular components of blood.
 - L-H-3: Describe the serological components of blood.
 - L-H-4: Discuss the functions of blood in health and disease.
 - L-H-9: Explain the origin, development and clinicopathological features of iron deficiency.
 - L-H-10: Describe iron metabolism and homeostasis.

You can now select any one of the Unit/Clerkship Objectives, Unit Component/Specific Clerkship Objectives or Learning Session Objectives to access its higher-level, lower level and learning session objectives. For instance, if you choose *U-H-1: Describe how the physical and cellular elements of the immune system are integrated and how the immune system operates to protect the body from infections* you will see the Higher-Level Objectives, Lower-Level Objectives and Learning Session Objectives mapped to it, as demonstrated below.

U-H-1: Describe how the physical and cellular elements of the immune system are integrated and how the immune system operates to protect the body from infections.



▼ Higher-Level Objectives

- LLL1: Formulate clinical questions, search the evidence, and evaluate the results to inform diagnosis, prevention, treatment, and supportive care
- LLL2: Know the appropriate use and limitations of scientific and statistical methods to address questions in basic, clinical, population, health services, and tran...
- SC2b: Select and interpret appropriate laboratory and diagnostic studies
- SC2c: Perform selected therapeutic and diagnostic procedures
- SC2d: Develop well-reasoned diagnostic hypotheses and differential diagnoses
- SC3a: Under supervision, formulate and propose treatment plans, weighting pharmaceutical, surgical, behavioural, and supportive options as appropriate, for therapy...
- SC3b: Identify and use opportunities for prevention and health promotion in the clinical encounter

▼ Lower-Level Objectives

- C-H-9: Describe the nature and origin of the cells of the immune system.
- C-H-12: Compare and contrast the roles of humoral immunity and cell mediated immunity in defense against pathogenic organisms.
- C-H-13: Describe the immunological basis of auto-immune disease and the basic mechanism of action of common anti-inflammatory agents.
- C-H-14: Discuss the immunological basis and clinical importance of common and catastrophic immune deficiency diseases.
- C-H-16: Discuss the immunological basis of vaccination and concepts of herd immunity.

▼ Learning Session Objectives

- L-H-80: Discuss the presenting and clinical features of Hodgkin's lymphoma.
- L-H-94: Describe the general location and function of immune tissues.
- L-H-95: Describe the major functions of neutrophils, monocytes, macrophages, T cells, B cells, mast cells and platelets.
- L-H-102: Discuss the relative roles of mast cells and macrophages in activation of innate immunity.
- L-H-103: Discuss the role of complement in innate immunity.
- L-H-106: Discuss the role of dendritic cells in the activation of adaptive immunity.
- L-H-112: Understand the reasons for the transit of T cells from the bone marrow to the thymus.
- L-H-113: Discuss the non-antibody effector functions that can be activated by adaptive immunity.
- L-H-114: Describe, in general terms, the gene manipulations that result in the immense diversity of immune responsiveness.
- L-H-115: Describe in general terms, the development of T cells in the thymus and self-tolerance.
- L-H-118: Describe the role that macrophages and neutrophils (PMN) plays in limiting bacterial infection, including the manner by which these cells engulf and kill bac...
- L-H-131: Describe the significance of the identification and enumeration of T cells B cells NK cells- (CD3, CD4, CD8, CD19, CD56).
- L-H-298: Discuss the underlying defects in the immune system characteristic of AIDS.
- LH-308: Describe the manner in which leukocytes are recruited to sites of inflammation and infection.
- LH-309: Describe the pleiotropic role that neutrophils play in the immunity to bacterial infection.
- LH-310: Describe the role of the complement system in combating infectious disease.

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This curriculum mapping software is developed by the Faculty of Computer Science, Dalhousie University.

Browse Learning Sessions

The Browse Learning Sessions function allows the user to browse through a long list of learning sessions. They are in alphabetical order, organized by year. However, they are not organized by unit or clerkship. Below is a snapshot of the Browse Learning Sessions page.

Browse Learning Sessions

Learning Sessions Year 1

- ▶ A Case of Spinal Cord Injury Affecting the Neuroph...
- ▶ Abby Potter - A Case of Turner's Syndrome (Part 2)
- ▶ Acute Myeloid Leukemia
- ▶ A Pharmacological Approach to Common GI Problems (...)
- ▶ Acid Pepsin Disease
- ▶ Adrenal Disorders: Cushings and Addisons
- ▶ Abby Potter - A Case of Turner's Syndrome (Part 1)
- ▶ Activation of Adaptive Immunity
- ▶ Advanced Liver Disease

Learning Sessions Year 2

- ▶ A Case of Acute Coronary Syndrome
- ▶ A Case of Childhood Nephrotic Syndrome
- ▶ A case of metabolic acidosis/A case of Thiazide-in...
- ▶ A Case of Cardiac Tamponade
- ▶ A Case of COPD
- ▶ A Case of Neonatal Respiratory Distress
- ▶ A Case of Central DI
- ▶ A Case of Cystic Fibrosis
- ▶ A Case of Pediatric Hypertension

Learning Sessions Year 3

- ▶ Abdominal Aortic Aneurysm
- ▶ Abnormal Pap Smear
- ▶ Acute Coronary Syndromes
- ▶ Abdominal Pain (Mandatory Clinical Encounter : Abd...
- ▶ Abnormal Uterine Bleeding
- ▶ Acute Kidney Injury
- ▶ Abdominal Trauma
- ▶ Acute Abdominal Pain
- ▶ Acute Pain Management

Learning Sessions Year 4

- ▶ Airway Management Framing Lecture
- ▶ Communication Skills for Collaboration and Conflic...
- ▶ Diagnostic Imaging: Approach to C-Spine CT
- ▶ Airway Management Workshop
- ▶ CPMA Professionalism Workshop
- ▶ Diagnostic Imaging: Approach to Head CT
- ▶ ALOBA (PIER III)
- ▶ Diagnostic Imaging Review
- ▶ ECG Sessions 1 & 2 Workshop

When you click on any one learning session, you will see all objectives associated with that learning session. For example, if you choose Abdominal Aortic Aneurysm (Learning Sessions Year 3), you will see the following screen:

Browse Year 3 Learning Session

▼ Learning Session Objectives

Year 3: Seminar: Abdominal Aortic Aneurysm

▼ Outcomes

- L-SX-1: Outline the clinical presentation of aneurysms and risk factors for aneurysm enlargement and rupture.
- L-SX-2: Describe the therapeutic options for aneurysm repair.
- L-SX-3: Outline the pathophysiology and underlying causes of arterial aneurysm formation.

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Feedback

If you have any feedback as Daedalus Med continues to develop, there is a “Feedback” function available on the right hand side of the map. This will bring you to a fill-in form which you will fill out and it gets sent to UGME to review.

Educational Outcomes
↓
Unit/Clerkship Objectives
↓
Unit Component/Specific Clerkship Objectives
↓
Learning Session Objectives

table Professional Activities

1: Professional

atement: As professionals, our graduates are able to join and enhance the medical profession, through their commitment to excellence in patient care, high ethical ds, and accountability to society for the responsibilities entrusted to them.

ible Professional Activities

duates can successfully be entrusted to perform the following professional activities:

Demonstrate appropriate professional attitudes and ethical commitments	
Demonstrate commitment to the well-being of the patient	
Promote health and provide healthcare equitably	

2: Community Contributor

atement: As community contributors, our graduates understand a community's health needs and respond to promote health. They contribute constructively to nities of practice and the institutions and healthcare systems to which they belong.

ible Professional Activities

duates can successfully be entrusted to perform the following professional activities:

Contribute to the improvement of healthcare institutions and systems	
Use their professional role to promote the public good	
Pay particular attention to identifying inequities and the needs of the most vulnerable	

▼ Browse

- Academic Structures Map
- Learning Sessions
- Search UGME Curriculum

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feedback