

THE CALGARY GUIDE TO UNDERSTANDING DISEASE

www.thecalgaryguide.com

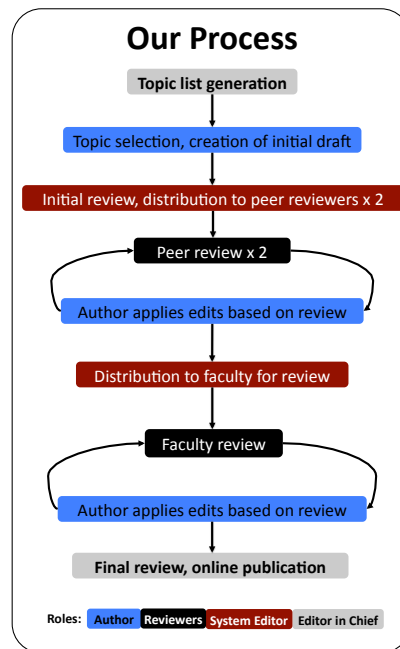
Guiding Philosophy

1. Understanding medical concepts is better than memorizing them
 2. The "why" of all medical important medical concepts can be taught simply and coherently
 3. Quality medical education resources should be made available to students free of charge
- **For students:** Truly understanding concepts and the relationships between them improves overall learning.¹
 - **For patients:** Giving condition-specific educational materials ↑ satisfaction & health outcomes.²

Connecting Pathophysiology with Clinical Symptoms and Signs: A Student-Led Open Access Project

Yan Yu, Alexander Arnold, Kayla Feragen, David Keegan; Faculty of Medicine, University of Calgary

Our Process



A Completed Calgary Guide Slide

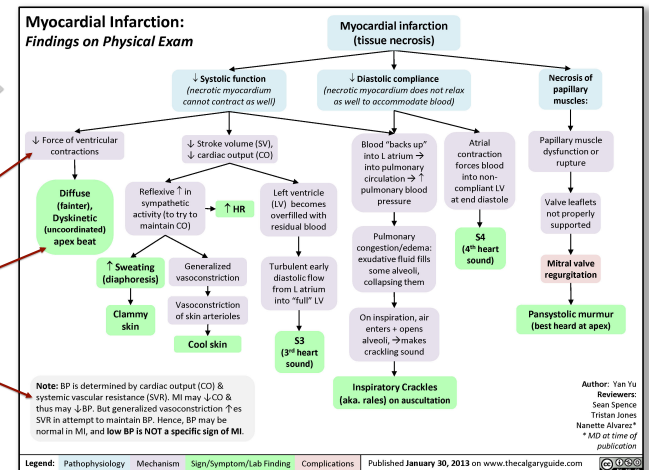
Simple, relevant explanations
with precise wording

Signs or symptoms clearly
displayed as end-results of
pathophysiological events

Background information
clarifies relationship between
pathophysiology and disease

Results: August 20th, 2012
to January 17th, 2015

>200,000 Downloads
127 Countries Reached
47,376 Users Worldwide



Color-coded legend

References and Acknowledgements

Thank you to the following people for their help, support, dedication to this project – we could not have done this without your help! Students: Sean Spence, Danny Guo, Jason Baserman, Owen Stechisin, Tristan Jones, Dean Percy, Amogh Agrawal, Matthew Harding, Saif Zahri, Haotian Wang, Jessica Asgarpour. Our webmaster, Mike Paget. Key faculty supervisor: Dr. Bruce Wright.

1. Lujan, H. L. and DiCarlo, S. E. (2006, Mar) Too much teaching, not enough learning: what is the solution? *Adv Physiol Ed.* 30(1): 17-22
2. Dwamena, F., Holmes-Rovner, M., Gaudin, C.M., Jorgenson, S., Sadigh, G., Sikorskii, A., Lewin, S., Smith, R.C., Coffey, J., Olomu, A. (2012, Dec) Interventions for providers to promote a patient-centred approach in clinical consultations. *Cochrane Database Syst Rev.* 12:CD003267

