



# Medicine & Society II

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MEDC 122.3

TERM 2

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 COURSE SYLLABUS  
2016/2017



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

## Medicine and Society II – Course Overview

### COURSE DESCRIPTION

This course, *Public Health and Preventive Medicine*, is the second of four courses in the Medicine and Society series (following *Introduction to Medicine and Society in Canada* and to be followed by *Canada's Health Care System* and *Physician Leadership Roles*). Topics will include the causes of good health or illness in communities, prevention, screening, social determinants of health, epidemiology, health equity and ethics.

Completion of this course will help you attain elements of your overall undergraduate program objectives ([MD Program Objectives](#)).

### COURSE OBJECTIVES

By the completion of Medicine & Society II course, students will be able to:

1. Define public health and population health and describe key aspects of these fields. (Medical Expert, Collaborator)
2. Describe important aspects in the public health management of communicable diseases, including outbreaks. (Medical Expert)
3. Apply prevention strategies to public health issues. (Medical Expert, Health Advocate)
4. Identify and classify common environmental hazards, provide a reasonable risk assessment, and suggest interventions. (Medical Expert)
5. Explain how the social determinants of health affect the health of individuals and populations. (Medical Expert, Health Advocate, Leader)
6. Apply knowledge of how populations may encounter barriers in access to health services to the role of physicians in addressing those barriers. (Medical Expert, Health Advocate, Leader)
7. Explain how clinical, programmatic and policy interventions promoting health and preventing diseases affect individuals and populations. (Medical Expert, Health Advocate, Leader)
8. Interpret the meaning of common measures of burden of illness at the population level. (Medical Expert, Scholar)
9. Explain common study designs and biostatistical principals used in health research, with application to critical appraisal and addressing research questions. (Medical Expert, Scholar)
10. Select and apply health promotion strategies to public health issues. (Medical Expert, Communicator, Collaborator)
11. Apply ethical frameworks to public health problems. (Professional)

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

### COURSE CONTACTS

**Course Director:** Dr. Michael Schwandt - michael.schwandt@saskatoonhealthregion.ca - 306-966-5655

**Administrative Coordinator:** Laura Erickson – Laura.Erickson@usask.ca - 306-966-5354

**Administrative Assistant:** Koreen Skjonsby [Koreen.skjonsby@usask.ca](mailto:Koreen.skjonsby@usask.ca)

### COURSE SCHEDULE

Please check One45 **DAILY** to ensure that you have the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in One45, affected students will be notified directly via email by the course administrators.

Date	Time	Session topic(s)
January 4	1:30-3:20	Introduction to Public Health. Prevention and Screening.
	3:30-4:20	Orientation to Medical Arts & Humanities
January 11	1:30-3:20	Health Promotion.
January 18	1:30-3:20	Health equity and social determinants of health.
January 25	1:30-3:20	Environmental health. Outbreaks and Communicable Disease Control.
	3:30-4:20	PFCC Mixer <b>Facilitator/Contact:</b> Dr. Krista Baerg- <a href="mailto:dr.kbaerg@usask.ca">dr.kbaerg@usask.ca</a> In-class assignment
February 15	1:30-3:20	Mid-term quiz to start session, covering sessions 1-4. Epidemiology.
March 15	1:30-3:20	<b>HIPPI Conference (Health Innovation and Public Policy Conference)</b>
March 22	1:30-3:20	Public Health Ethics
April 5	1:30-3:20	Study Design. Data for Health, AKA Biostatistics
April 19 & April 26	1:30-4:20	Medical Arts & Humanities
May 3	1:30-3:20	Final Exam

### INDEPENDENT LEARNING

Many sessions are based on the “flipped” or “inverted” classroom model where short and pertinent preparation has been assigned. It is very important that students come to class prepared. Often discussions will be based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation.

### COURSE DELIVERY

The primary format for course sessions will be large-group (entire class) presentations. Course materials will be posted to One45. Assignments will be submitted by Blackboard.

### COURSE RESOURCES

The primary resource for this course will be the Association of Faculties of Medicine of Canada’s *Primer on Population Health: A Virtual Textbook on Public Health Concepts for Clinicians* (available online at <http://phprimer.afmc.ca>). The course text book for the four Medicine and Society courses, *Health, Illness, and Medicine in Canada* (2012) by Clarke, will also be used. Presentations and supplemental materials for reading and viewing will be posted to One45.

### COURSE ASSESSMENT OVERVIEW

Course-level and exam/assignment assessment plans will be posted as handouts on One45.

#### Module Assignments/Assessments

- Formative Assignments
- Summative Assignment
- Medical Arts & Humanities Reflection
- (PFCC) Learning Experiences

## EVALUATION COMPONENTS

### Assignment #1: "Art of Public Health" Assignment

Value: 30% of final grade  
Date: Post assignment (750-1000 words) to **BBLearn** by 23:59 PM Tuesday, April 18, 2017.  
Description: Detailed description will be posted on One45.

### Medical Arts & Humanities Guided Reflection

Value: 5% of final grade  
Date: Due one week following the final session by 23:59.  
Description: Submit a guided reflection of 500-750 words to **BBLearn**

### Midterm Exam

Value: 30% of final grade  
Date: **Wednesday, Feb 15, 2017**  
Type: Mid-term quiz covering sessions 1-5  
Description: Instructions to be discussed in class.

### Final Exam

Value: 35% of final grade  
Date: **Wednesday, May 3, 2017**  
Type: Examination, cumulative, covering sessions 1-10.  
Description: Instructions to be discussed in class.

## ASSIGNMENT SUBMISSION POLICY

### Assignment Submission:

It is the expectation that all assignments will be submitted on time, as this is an element of professionalism.

### Late Assignments:

Any assignment submitted after 23:59 SK time on the specified date is deemed **late** (unless otherwise specified). All due dates or timelines for assignment submission are published in the student course syllabus. \*

\*Note: Blackboard routinely updates their systems on certain Wednesday evenings. In the event that Blackboard is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning.

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Co-ordinator in Saskatoon, or the Educational Consultant in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The maximum mark that a student may receive on a late assignment will be the pass mark for the assignment, but can be lower if warranted.

Any late assignments not submitted by 23:59 on the third day will receive a mark of 0%. After this period, all mandatory assignments must still be submitted, or the student will be deemed to be missing a course component, which will result in an incomplete course. Subsequent academic consequences will be determined at the promotions committee meetings.

In addition to the consequences specified herein, students submitting mandatory assignments late should anticipate a meeting to discuss professionalism, which may result in associated documentation.

### All requests for a deferral of an assignment due date must be received a minimum of 72 hours prior to the deadline.

All such requests must be sent to the Course Director or Rotation Coordinator and copied to the relevant Administrative Co-ordinator. The course director, in consultation with the year chair and appropriate course/module/rotation director will make a final decision and notify the student of the outcome. Exceptional, unforeseen circumstances will be considered on an individual basis as above.

## CITATION FORMAT

Unless otherwise specified by the course or module director, the expected citation format is that of the International Committee of Medical Journal Editors (ICMJE). Examples of this citation format are available at [www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html)

## COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful completion of this course for the purposes of promotion, students are required to attain a total mark of 70%, and a mark of 70% in both the written assignment and the final examination. Assignments will be marked using a marking rubric (see course package). Assignments that do not reach that standard will be returned to the author for revisions until the standard has been attained (to a maximum of one remediation attempt).

Additionally, if a student performs unsatisfactorily on the final exam, s/he will be offered **one** additional remediation only and a supplemental examination. After one unsuccessful remediation attempt, a student will be considered to be unsuccessful in the course and will not be offered further remediation. Students who are not promoted on the basis of being unsuccessful on this course will receive an "F" on their transcripts for the relevant course.

During the academic year, remediation may be offered for course components at the discretion of the module director, course director or course chair (where applicable), focused on areas of deficiency.

After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Term 2 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Undergraduate Education Committee.

## ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for MD Program Attendance and Absence policy.

## RECORDING OF THE LECTURES

Lectures will be recorded and posted to the course Blackboard site under Course Materials. The lecture recordings are not intended to be a replacement for attending the session but to enhance understanding of the concepts.

## COPYRIGHT

Students are expected to respect the University of Saskatchewan Copyright Policy outlined at [www.usask.ca/copyright/](http://www.usask.ca/copyright/)

## COURSE EVALUATIONS QUALITY IMPROVEMENT

As a result of feedback from previous student course evaluations the following changes have been made:

1. As begun last year, panel discussions will be further extended this year
2. Fewer themes will be addressed in more detail and better structured
3. Closer connections will be woven between course contents and applicability to medical practice
4. A more comprehensive overall narrative will be applied to the course
5. A series of foundations to the understanding of health and medicine will be outlined at the very beginning of the course

## IMPORTANT AND RELEVANT STUDENT INFORMATION

The following information is extremely important for your success in medical school. To avoid duplication and ensure clarity, please refer to the [UGME Policies](#) page and the [Student Information Guide](#) for the following policies:

- UGME CONTACT INFORMATION
- MD PROGRAM ATTENDANCE POLICY
- ETHICS AND PROFESSIONALISM

- ACCOMMODATION OF STUDENTS WITH DISABILITIES
- OFFICE OF STUDENT AFFAIRS
- STUDENT MISTREATMENT
- EMAIL COMMUNICATIONS
- GUIDELINES FOR PROVIDING FEEDBACK
- PROGRAM EVALUATIONS
- PROCEDURES FOR ACADEMIC APPEAL

Where a specific College of Medicine policy or procedure does not exist, the College refers to the U of S Academic Courses Policy at <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

### INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct ([www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals ([www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf))

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: [www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf)

### EXAMINATIONS WITH DISABILITY SERVICES FOR STUDENTS (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check [students.usask.ca/health/centres/disability-services-for-students.php](http://students.usask.ca/health/centres/disability-services-for-students.php), or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca). Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through the Office of Student Affairs (OSA) by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by OSA.

### STUDENT SUPPORTS

- **College of Medicine, Office of Student Affairs**  
Student Affairs offers confidential support and advocacy at arm's length from the academic offices. For more information, please contact the COM Student Affairs Coordinator, Edith Conacher at [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) or 306-966-4751.
- **Student Learning Services**  
Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site [www.usask.ca/ulc/](http://www.usask.ca/ulc/).
- **Student and Enrolment Services Division**  
The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site [www.usask.ca/sesd/](http://www.usask.ca/sesd/)

## COURSE MODULE

### Patient & Family Centred Care (PFCC) Learning Experiences (50 hours)

*Note: This module continues from Term 1, Med 112*

**Module Director:** Dr. Krista Baerg – [dr.kbaerg@usask.ca](mailto:dr.kbaerg@usask.ca) - 306-844-1076

**Description:** This module provides students with authentic experiences of health and health care from the perspective of patients. Learning from and about patients will integrate well into the rest of the course and students' future careers.

**Objectives:** See the course level objectives and the specific program level objectives. We expect student to be able to:

1. Recognize examples and non-examples of PFCC experiences by patients (system drivers, pillars of PFCC)
2. Describe how various physician (CanMEDs) roles can contribute to the overall well-being and health of patients, families, communities, and populations. (Medical Expert, Communicator, Collaborator, Leader, Advocate)

**Assessment:** In term 1, all Year 1 students chose OPTION A (CSLP – 45 hours) or B (PFCC Program Selective 10 hours AND Community Experience 40 hours or Making the Links). **Participation in the activities and endorsement by the program leads will be considered a pass for this term. Please refer to your program document on BBLearn for details regarding deadlines for assignments and submission of completed program hours.**

## Medical Arts & Humanities

**Module Director:** Dr. Deirdre Andres - [d.andres@usask.ca](mailto:d.andres@usask.ca)

**Administrative Assistant:** Ashley McNabb – [ashley.mcnabb@usask.ca](mailto:ashley.mcnabb@usask.ca) – (306) 966-7202

**Description:**

Several streams will be offered. Below are the streams confirmed at the time of writing, with others to be added as instructors are confirmed.

- **Figure Drawing**
  - Students will draw from life the nude human figure. NO PREVIOUS EXPERIENCE is necessary.
- **Photography**
  - Using the equipment students have available (from their phones on up) students will learn the basics of photography including point of view and composition.
- **History of Medicine**
  - Topics of relevance to medicine and society will be explored. Some pre-reading will be required.
- **Music**
  - Music, its application in healing and the practice of medicine will be explored. NO FORMAL MUSICAL KNOWLEDGE will be required.
- **Literature in Medicine**
  - Through assigned readings students will explore the meaning of illness.
- **Writing your Medical Experience**
  - Students will explore the implications of medical education and patient care through their own written work.
- **Wanuskewin**

- Staff at Wanuskewin will guide students through various aspects of First Nation/Metis history and culture, making links with current health perspectives. This involves some outdoor activities; students will need to dress accordingly.

**Objectives:** By the completion of this modules, students will be able to:

1. Express meaning of medical experiences using metaphor or other representational formats. (Professional, Communicator)
2. Express his/her own experiences and responses to the influence of an arts/humanities experience on their perceptions of patient experience. (Professional, Communicator)
3. Describe alternative perspectives of illness and healing. (Advocate, Medical Expert)

**Assessment:** Successful completion of the module will require;

1. Participate in scheduled group discussions.
2. Submit a guided reflection of 500-750 words. Attach a piece of original work if participating in streams where work is produced. Due one week following the final session by 23:59.

Opportunities will be available for students to interact with other medical arts and humanities communities through submission of their work, but this will **NOT** be mandatory.