



Medicine & Society III

MEDC 212.3

YEAR 2 TERM 2

COURSE SYLLABUS
2016/2017



UNIVERSITY OF
SASKATCHEWAN
College of Medicine

Medicine and Society III: Introduction – Course Overview

COURSE DESCRIPTION

This course, *Physician Leadership Roles*, is the fourth of four courses in the Medicine and Society series (following *Introduction to Medicine and Society in Canada*, *Public Health and Community Medicine*, and *Canada's Health Care System*). Topics will include physician leadership, debate, knowledge translation, global health and occupational health. This course explores the context for the practice of medicine involving many of the non-medical expert CanMEDs roles.

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

RECENT COURSE CHANGES

We have made a few specific changes to the course as a result of the helpful feedback received from students last year. One of the changes is to use more small group cases and discussions to provide more application and practical approaches to the topics. We have also reduced some of the time spent specifically on physician leadership to allow for additional time on other CanMEDs roles. In particular, we have introduced three peer assessment exercises into the course to provide important feedback to students and to emphasize the mutual responsibility that professionals have towards each other in the performance of their duties.

OVERALL COURSE OBJECTIVES

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

1. Provide a sophisticated critique of a leadership situation and/or propose (with justification based on theory) a leadership approach for a real or hypothetical situation.
2. Propose effective approaches to communication in situations of change and conflict.
3. Demonstrate a respectful approach to debate related to controversial issues.
4. Demonstrate an effective approach to patient education.
5. Explain how to support quality through crucial conversations with colleagues.
6. Describe the importance of collaboration and communication within interprofessional teams with specific reference to the Competency Framework.
7. Explain important professional considerations and practices related to social media.
8. Explain opportunities for physician advocacy from a global health perspective.
9. Describe opportunities for physician advocacy from an occupational health perspective.
10. Identify the importance of the non-medical expert CanMEDs roles (Leader, Communicator, Collaborator, Patient Advocate, Scholar & Professional) in a physician's career.
11. Describe the role of community based agencies and employers in addressing the social determinants of health.

COURSE CONTACTS

Course Director: Dr. Jacqueline Kraushaar - jacqueline.kraushaar@usask.ca - 306-766-0557

Chair, Medicine and Society: Dr. Marcel D'Eon – marcel.deon@usask.ca - 306-966-2756

Administrative Coordinator: Laura Erickson – laura.erickson@usask.ca – 306-966-5354 (Saskatoon)

Administrative Coordinator: Alexis Robb – Alexis.Robb@rqhealth.ca – 1-306-766-0556 (Regina)

COURSE SCHEDULE

There are 7 blocks of Medicine and Society scheduled throughout term 2. Please refer to One45 for days and times of classes. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 212 is not held every week. Please check One45 DAILY throughout the term to ensure that you have the most current schedule information. The course schedule may be subject to changes, which will be posted on One45.

INDEPENDENT LEARNING

Many sessions are based on the “flipped” or “inverted” classroom model where 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. Please see the course reading package and refer to One45 for details. Contributing to the small group sessions which is enhanced by preparation and attention to the pre-reading, is one of the elements that will be assessed by peers.

COURSE DELIVERY

The course will be delivered through a series of lectures, small group sessions, site visits and community service learning experiences, enabling students to deepen their understanding of and skills in leadership and management and other non-medical expert roles in health care, as well as the practice of occupational and global health.

Case studies illustrating various concepts and practical elements of problem-solving in community and organizational health settings will be used to stimulate discussion and provoke personal reflection on developing individual styles of practice and a professional identity

Course materials will be posted to One45. Assignments will be submitted on BBLearn.

COURSE RESOURCES

Presentations and supplemental materials for reading and viewing will be posted to One45.

COURSE ASSESSMENT

Assignments and the exam will be assessed using rubrics based on an acceptable level of achievement. Students must attain a Pass level on all assignments and on the final exam. All assignments will be returned with detailed comments, feedback, and suggestions. Due dates for assignments will be clearly highlighted. Please refer to the Late Assignment Policy for information regarding late assignments.

Achievement in this course will be determined by the following:

- Short Assignments
 - Structured Controversy January 30 (*DUE FEBRUARY 6, 2017 by 23:59*)
 - Peer Assessment
 - Analysis Write-Up
 - Patient Education Session February 27 (*DUE MARCH 6, 2017 by 23:59*)
 - Peer Assessment
 - Analysis Write-Up
 - Crucial Conversations & Team Collaboration March 13 (*DUE MARCH 20, 2017 by 23:59*)
 - Peer Assessment
 - Analysis Write-Up
- Major Written Assignment (*DUE APRIL 14, 2017 by 23:59*)
 - Choose ONE of:

- Leadership Analysis
- Change Leadership Plan
- Final Examination (MAY 1, 2017)
- Successful completion of the experiential modules: (1) Shadowing and (2) Community and Workplace Centred Learning Experiences

Rubrics for all assignments will be provided and posted on One45 at least three weeks before the assignment is due. Assignments are mandatory and must be completed. Those judged to fall below the standard may be subject to remediation (See Course Policy on Successful completion and Remediation). In these cases the students will recomplete the assignment to an acceptable standard within a reasonable amount of time as set by the Course Director in consultation with the student(s).

Please refer to the College of Medicine policy on late assignments.

Below are brief descriptions of the assignments:

A. Short Assignments

- a. During this term we will be introducing small group learning opportunities including a structured controversy (January 30) and case discussions (February 27 & March 13). Following each of these three sessions, students will be asked to complete two assessments. One will be a peer assessment of members of their group, and one will be an analysis of the content of the session itself.

1. Peer Assessment

- Refer to the Rubric for the expectations on the peer assessment.
- *Each peer assessment will be due by 23:59 of the day of the session (January 30, February 27 & March 13 2017).*

2. Analysis Report

- Prepare a brief written analysis (500 words maximum) describing your experience during the activity. Describe how this learning experience may impact or change your future practice as a physician. Also illustrate how this activity may be applied using a real example that you observed in practice or a situation which you participated in.
- *Each analysis report will be DUE by 23:59* one week after the session (February 6, March 6 & March 20 2017).*

*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.

B. Major Written Assignment

- a. May choose either **ONE (1)** of the following two written assignments:

1. Leadership Analysis

Prepare a paper (1500 words max) to analyze and evaluate a specific leadership situation using key features, elements and strategies of leadership from class sessions and/or one's own reading and independent learning. The leadership situation ideally should be one in which you participated (as the leader or follower) but if not possible, one from current events or observations in healthcare settings or elsewhere is also acceptable.

- a) Briefly summarize and describe the principal aspects of the situation.
- b) Analyze and then evaluate the leadership situation using leadership theory, decision-making and conflict frameworks as discussed in class.
- c) Suggest ways that the participants might have done things differently and justify.

This will be done in three phases:

Phase A: Post a draft of the paper on BBLearn (*DUE March 31 by 23:59*)

Phase B: Provide comments & constructive feedback to two other papers online (*DUE April 7 by 23:59*)

Phase C: Revise & turn in a polished version of the paper (*DUE APRIL 14 by 23:59*)

2. Change Leadership Plan

Prepare a paper (1500 words max) highlighting a leadership plan related to your previous discussions in your QI project or reform idea completed in MEDC 222 in term 1. In the paper, create a change leadership plan explaining what could be done to move the QI and reform ideas forward.

- a) Briefly summarize and describe the QI project or reform idea.
- b) Develop a change leadership plan using leadership theory, decision-making and conflict frameworks as presented in class.
- c) Explain challenges that may arise in implementing these changes and how these may be overcome or managed through effective leadership

This will be done in three phases:

Phase A: Post a draft of the paper on BBLearn (*DUE March 31 by 23:59*)

Phase B: Provide comments & constructive feedback to two other papers online (*DUE April 7 by 23:59*)

Phase C: Revise & turn in a polished version of the paper (*DUE APRIL 14 by 23:59*)

Final Examination

Date: May 1, 2017

The 3 hour final examination will test the students' understanding of material from the entire course using essay type questions.

MARKS WILL BE ALLOCATED AS FOLLOWS:

Short Assignments	
• Peer Evaluation	5% Each x 3 (Combined Percentage of 15%)
• Analysis Assignment	5% Each x 3 (Combined Percentage of 15%)
Major Written Assignment	30%
Arts & Humanities	10%
Final Examination	30%
TOTAL	100%
CWCLE	Pass

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

In order to successfully complete the course for the purposes of promotion, students must pass the following listed course components. If required, two course components may be remediated once under the conditions stated below in order to complete the course requirements for passing. Students who are not promoted on the basis of failing this course will receive an "F" on their transcript.

For successful completion of this course for the purposes of promotion, students are required to successfully complete the following course components:

1. a pass mark of 70% on an average of the three written short assignments and the Arts & Humanities written assignment
2. a pass mark of 70% on the major written assignment
3. a pass mark of 70% on the final examination.
4. a "pass" on the Community and Workplace Centered Learning Experience Module.

Remediation:

- In the event of a failure of any one of the above course components, a student may be offered remediation and supplemental assessment (to a maximum of one remediation attempt per component).
 - For course component 1, if a student fails one or more of the assignments but still achieves the 70% average, no remediation/ supplemental assessment is required. If a student fails to achieve the 70% average, they will be required to remediate each of the failed assignments separately after the end of term, but this will still be considered a remediation of one course component for the purposes of this policy. Only one remediation attempt will be provided.
- Upon failure of a course component, students will meet with the module/course director and/or year chair to devise a learning plan if remediation is being offered. The module director/course director retains the right to determine the specific type of remediation and supplemental assessment needed for each individual student, which may be in a different format than the original assessment. This remediation may be in the form of additional assignments, assigned readings, examinations, and/or meetings with the module director and/or other mentors.
- Successful completion of remediation and supplemental assessment will result in a grade a minimum pass grade for that component.
- **Failure of 3 or more** course components will result in a course failure, with no remediation offered. Additionally, **failure of a supplemental assessment** of a failed course component will result in failure of the course.

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.

COURSE MODULES

Community & Workplace Centered Learning Experience (CWCLE)

Module Director: Dr. Juan-Nicolas Pena-Sanchez – juan.nicolas.ps@usask.ca – 306-966-7839

Administrative Assistant in Saskatoon: Koreen Skjonsby - koreen.skjonsby@usask.ca – 306-966-8752

Administrative Assistant in Regina: Alexis Robb – Alexis.Robb@rqhealth.ca – 306-766-0556

Description: Students will participate in a 12-hour experiential learning module spanning both terms, fall 2016 (term 1) and winter 2017 (term 2).

Student Requirement: Term 2: all students are expected to **(1)** participate in a one-hour in-class mixer (January 30th), **(2)** to turn in a reflective essay of your CWCLE (due dates: March 3rd post draft essay on Wiki, March 17th provide peer feedback, and March 31st submit polished version on Blackboard), and **(3)** complete the community-based agency or workplace site visits (minimum four hours), including an on-site patient/client narrative meeting (make arrangements with your agency facilitator) or a Patient Narrative session (only if a meeting with a client of your agency cannot be arranged due to confidentiality issues).

Objectives:

1. To consolidate and deepen knowledge, attitude and skills useful in understanding the social determinants of health (SDOH), particularly in relation to living and working conditions (medical expert).
2. To better understand and value the role of community-based agencies and employers in the health of people in the community, and to develop valuable professional skills (professional and collaborator).
3. To explain how the socio-political context affects the work of community agents and organizations in addressing SDOH (collaborator).
4. To explain and value the role of work, working conditions and occupational health and safety policies on health and well-being of employees (medical expert and collaborator).
5. To explain the roles physicians can play in working with community agencies and worksite OHS offices to enhance health, and well-being (advocate, collaborator and leader).
6. To identify factors that may influence the health of workers working at the community agency or workplace (medical expert).
7. To observe and where possible practice leadership and/or teamwork skills of negotiation, communication, collaboration and advocacy (advocate, collaborator and leader).
8. To practice the art of developing relationships with community agents and organizations through active listening and responsiveness to expressed needs. (communicator, collaborator, and leader)
9. To become sensitized to the context of community agency work (leader).
10. To recognize examples and non-examples of patient-family centred care (communicator, collaborator, and advocate).

Assessment: Successful completion depends on attendance and participation in ALL the planned activities, please see the CWCLE module checklist available on Blackboard. Completion of activities will be assessed using the CWCLE attendance sheets which must be submitted by the student before April 30th, 2017 (deadline).

In relation to the reflective essay, pass/fail will be obtained based on the rubric provided for the reflective essay, no marks will be given. Students are required to provide comments and responses to their work on Wiki (March 3rd, 2017 by 23:59 is the due date to post the draft essay and March 17th, 2017 by 23:59 is the due date to provide peer feedback). Please note that the due date to submit the polished reflective essay on Blackboard is March 31st, 2017 by 23:59.

Arts & Humanities

Module Director: Dr. Deirdre Andres – d.andres@usask.ca

Administrative Assistant in Saskatoon: Kimberly Basque – kimberly.basque@usask.ca -- (306) 966-6151

Administrative Assistant in Regina: Megan Sapp – megan.sapp@rqhealth.ca – (306) 766-0552

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. Use metaphor or other representational formats to convey meaning of medical experiences.
2. Express his/her own experiences and responses to the influence of an arts/humanities experience on their perceptions of patient experience.

3. Describe alternative perspectives of illness and healing.
4. Express meaning of medical experiences metaphorically through representation.

Assessment: Successful completion of the module will require;

1. Participation in scheduled group discussions.
2. Completion of a guided reflection of 500-750 words. Attach a piece of original work if participating in streams where work is produced. (10% of total course mark) 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.

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>