



Medicine & Society IV

MEDC 222.3

YEAR 2 - TERM 1

➤ **COURSE SYLLABUS 2017-18**



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

Medicine and Society IV: Meeting Patient Needs through the Health Care System

COURSE DESCRIPTION

Welcome to MEDC 222, *Meeting Patient Needs through the Health Care System*. Topics will include comparative health care systems (HCS), the history and structure of Canada's HCS, HC reform, QI and patient safety, and physician organizations. This course explores the HCS context for meeting patient needs.

Completion of this course will contribute to attaining elements of the overall undergraduate program objectives ([MD Program Objectives](#)).

In preparation for the Clerkship years, Medicine and Society III & IV are introducing additional opportunities for student learning around patient safety in the healthcare setting. Towards this goal we are accessing the well-regarded Institute for Healthcare Improvement courses on Patient Safety for students. These courses form a major component of the IHI Basic Certificate in Quality and Safety requirements. These patient safety modules are on-line and must be completed by the end of Term 2 in Year Two. Students are provided with release time during the year for completion of these modules. Topics covered include PS 101: Introduction to Patient Safety, PS102 From Error to Harm, PS103 Human Factors and Safety, PS104 Teamwork and Communication in a Culture of Safety, PS 105 Responding to Adverse Events.

INSTRUCTIONS FOR STUDENTS

<http://www.ih.org/education/IHIOpenSchool/Courses/Pages/OpenSchoolCertificates.aspx>

OVERALL COURSE OBJECTIVES

By the completion of Medicine and Society IV course, students will be able to:

1. Integrate knowledge of the structure and function of the health care system, the role of physicians within the system, and the needs of patients, families and communities. (*Medical Expert, Professionalism*)
2. Facilitate patient and family connection to community support networks, disease-specific patient support groups, and other external agencies for advocacy and direct service to patients. (*Health Advocate, Communicator, Collaborator, Professionalism*)
 - describe the role and function of educational, social, community, faith- or culturally based community supports, and liaise with these as appropriate
 - work together with all participants, including patients and families, to formulate, implement, and evaluate care/services to enhance health outcomes
3. Advocate for patients where system pressures threaten or affect clinical decision-making. (*Health Advocate*)
4. Identify and mitigate potential sources of error in assessment and management of clinical conditions. (*Medical Expert, Communicator*)
 - explain the patient, personal and professional consequences of medical error and the appropriateness of apology
5. Integrate knowledge of principles with knowledge of statutory or other regulated requirements for the collection, use or disclosure of personal health information, irrespective of the method of data collection and record-keeping. (*Medical Expert*)
6. Develop with peers a practical QI project for a practice or study setting. (*Scholar, Collaborator*)
7. Explain and value the evolving contract between physicians, their organizations, the health care system, and society with respect to the Hippocratic Oath, the CMA Code of Ethics, and challenging professional and ethical issues and questions. (*Medical Expert, Professionalism*)
8. Express meaning of medical experiences metaphorically through discussion and representation. (*Communication, Collaborator*)
9. Apply the principles of healthcare research. (*Medical Expert*)

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

COURSE CONTACTS

Course Director: Dr. John Gjevre – john.gjevre@usask.ca - 306-844-1139 (Saskatoon)

Chair, Medicine and Society Courses: Dr. Juan-Nicolas Pena-Sanchez – juan-nicolas.ps@usask.ca – (306) 966-5727

Preclerkship Coordinator: Ashley McNabb – ashley.mcnabb@usask.ca – 306-966-7202 (Saskatoon)

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

COURSE SCHEDULE

There are blocks of Medicine and Society (MEDC 222) scheduled throughout Term 1. Please refer to One45 for days and times of classes and those that have been freed up for experiential learning programs. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 222 is not held every week. Please check One45 **DAILY** throughout the term 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 undergraduate administrators.

INDEPENDENT LEARNING

Some sessions are based on the “flipped” 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 pre-assigned material, and deeper understanding of the in-class sessions is facilitated through this forward-loaded homework.

COURSE DELIVERY

The course will be delivered through a series of large group sessions, small group discussions and projects, and site visits and community service learning experiences thus enabling students to deepen their understanding of how the health care system meets or could better meet patient needs.

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

COURSE RESOURCES

The following course textbooks are recommended but not required. Copies are available for review in the library:

1. [Health Systems in Transition: Canada](#) (2nd ed., 2013) by Marchildon
2. [A Healthy Society](#) (2012) by Meili
3. [Health, Illness, and Medicine in Canada](#) (2012) by Clarke

All textbooks are available for purchase at the University of Saskatchewan Bookstore:
www.usask.ca/consumer_services/bookstore/textbooks

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

COURSE ASSESSMENT

Assignments will be returned with detailed comments, feedback, and suggestions. Rubrics for all assignments will be provided and posted at least three weeks before the assignment is due.

Achievement in this course will be determined by the following:

- Arts and Humanities assignment (5%)
- Health Care Reform short paper (individual papers) (20%)
- QI proposal (team based presentation and paper) (20%)
- Midterm exam (20%)
- Final Exam (35%)
- Successful completion of the Community and Workplace Centred Learning Experiences (Pass/Fail)

EVALUATION COMPONENTS

Arts and Humanities Assignment

Value: 5%

Students will prepare a short reflection regarding their arts and humanities experience.

Health Care Reform short paper

Value: 20%

Students will prepare a short (600 words max) essay arguing for a health care system change, suggestions, or idea. The essay will be judged based on the rubric for strong argumentation and knowledge of the health care system.

This will be done in three steps:

Step 1: post a draft of the paper to the group wiki on BBLearn (September 6, 2017)

Step 2: provide comments and constructive feedback to three other papers on-line (September 20, 2017)

Step 3: revise and turn in a polished version of the paper to BBLearn (October 4, 2017)

QI Proposal (team based)

Value: 20%

Given a clinical situation students, working in teams, will prepare QI proposal that meets the requirements of the rubric and present their team's proposal to other students and faculty. The group assignments and scenarios will be distributed early in the term.

Team QI proposals will be presented in class on October 25. Polished copies are to be turned in for marking by November 15, 2017.

Mid-term examination*

Value: 20%

Multiple choice, multiple answer, fill in the blank and possibly short answer questions based on all content up to and including September 27, 2017.

*failure of the mid-term examination will prompt a meeting with the course director to identify areas of difficulty and create a structured learning plan designed to help the student target future learning.

Final Examination

Value: 35%

3 hour exam.

Multiple choice, multiple answer, fill in the blank and possibly short answer questions based on all content.

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful course completion for the purposes of promotion, students are to obtain a cumulative mark of at least 70% on the Arts and Humanities assignment, the Reform paper, QI Proposal, and the midterm examination, and achieve a mark of at least 70% on the final exam. Students who are not promoted as a result of being unsuccessful in the course will receive a grade of 'F' on their transcripts. Students are also expected to complete all assignments within the course.

REMEDICATION AND COURSE FAILURE

If a student fails either the combined average of all the course assignments or the final examination, a maximum of one remediation attempt will be provided. Failure of a remediation/supplemental exam will result in a course failure. If a student fails both the combined average of all the course assignments and the final examination, this will be considered a course failure and remediation will not be offered. Students who are eligible for remediation will be required to meet with the Course Director and/or Course Chair to identify areas of weakness and develop a structured remediation and learning plan, and complete a supplemental assessment. After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Term 1 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

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^[1].

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 Coordinator in Saskatoon, or the Educational Consultant in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

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 Coordinator. 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.

^[1] 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.

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

ATTENDANCE EXPECTATIONS

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

As per the Attendance Policy, all small group sessions are mandatory for attendance. This will include all Integrative Cases, Ethics Small Groups, Integrative Medicine Small Group sessions and the iPBL sessions.

Students who miss a Case or iPBL without appropriate approval or following appropriate notification steps in the event of illness (see Attendance Policy) will be assigned a mark of zero for that session, and will receive a Breach of Professionalism report. In this situation, students are strongly encouraged to review case materials to address the learning objectives of the case.

Students who have an approved absence or unavoidable absence due to illness (see Attendance Policy) should notify the Year 2 Admin Coordinator and Course Director, and will be given an opportunity to complete the case independently and submit the Clinical Question, which will be weighted as 6% (or prorated to reflect missing group dynamic marks if those are part of the missed session).

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/

COURSE EVALUATION AND QUALITY IMPROVEMENT

Based on experience over the past year and in response to feedback from students, the following changes have been incorporated into the M&S IV course for the 2017-2018 Academic Year:

1. Instituting a mid-term exam with answer review and elimination of intermittent short quizzes during the course.
2. Development of additional case-based scenarios to help illustrate important course topics.
3. Reinforcement of health care delivery aspects to selected groups including Indigenous peoples, senior care, and rural/remote populations.
4. Enhanced patient safety curriculum.

COURSE MODULES

COMMUNITY & WORKPLACE CENTERED LEARNING EXPERIENCE (CWCLE)

Module Director: Dr. Juan-Nicolas Pena-Sanchez – juan.nicolas.ps@usask.ca – (306) 966-5727

Administrative Assistant in Saskatoon: Kim Basque - medicine.year2saskatoon@usask.ca

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

Description: Students will participate in a 13.5-hour experiential learning module spanning both terms, fall 2017 (term 1) and winter 2018 (term 2).

Student Requirement:

Term 1: all students were expected **(1)** to attend the in-class introduction and two-hour in community site orientation “Community Plunge” (separate in Regina and Saskatoon), **(2)** to select a placement (all students should have selected an agency by September 1st, 2017), **(3)** attend one of the Patient Narrative sessions, and **(4)** to make the initial contact and complete three hours experience with the selected organization. If time and schedule permit, students may complete further hours.

[Term 2: all students are expected (1) to complete the community-based agency or workplace site visits (minimum four hours), including a patient/client narrative meeting at the agency or a Patient Narrative session only if a meeting with a client of your agency cannot be arranged due to confidentiality issues (2) to participate in a one-hour in-class mixer, and (3) to turn in the short essay.]

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

1. Explain how the community agency or workplace visited addresses the social determinants of health (SDOH) of its patients, employees and/or volunteers. *(medical expert and professional)*
2. Identify how the socio-political context affects the work of community agents and organizations in addressing SDOH. *(leader and collaborator)*
3. Explain the role of work, working conditions, and occupational health and safety policies on health and well-being of employees/volunteers at the agency or workplace visited. *(medical expert)*
4. Explain the roles physicians can play in working with community agencies and worksite occupational health and safety offices to enhance health and well-being of individuals. *(advocate, collaborator, and leader)*
5. Develop relationships with community agents and organizations to collaborate and advocate initiatives addressing SDOH. *(professional, communicator, collaborator, and leader)*
6. Recognize examples and non-examples of patient-family centred care. *(communicator, collaborator, and advocate)*

Assessment: For the first term, successful completion depends on attendance and participation in the planned activities. This will be assessed using the CWCLE Attendance sheet (posted to one45), which must be submitted by the student by **Nov 30th, 2017** (due date).

For the second term, pass/fail based on the rubric provided; no marks will be given. Students will be provided with comments and/or responses to their work.

ARTS & HUMANITIES

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

Administrative Assistant: Kimberly Basque – medicine.year2saskatoon@usask.ca

– (306) 966-6151 (Saskatoon), Megan Sapp – megan.sapp@rqhealth.ca – (306) 766-0552 (Regina)

Description:

Several streams will be offered. Possible streams may include those indicated below. All streams may not be available at both sites. Changes may occur.

- **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.

Objectives: By the completion of this module, 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

Assessment:

In order to successfully complete the Arts and Humanities module, students will need to:

1. Actively participate in scheduled group discussions
2. Pass the guided reflection assignment

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. Please refer to the [UGME Policies](#) page and the [Student Information Guide](#) for the following policies:

- UGME CONTACT INFORMATION
- EMAIL COMMUNICATIONS
- ETHICS AND PROFESSIONALISM
- PROGRAM EVALUATION
- GUIDELINES FOR PROVIDING FEEDBACK
- EMERGENCY PROCEDURES
- MD PROGRAM ATTENDANCE POLICY
- ASSESSMENT POLICY
- PROMOTION STANDARDS
- CONFLICT OF INTEREST
- NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT
- APPEALS PROCEDURES
- STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE
- ACCOMMODATION OF STUDENTS WITH DISABILITIES
- OFFICE OF STUDENT AFFAIRS

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) 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)

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

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 <https://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or 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 or 306-966-4751. In Regina please contact Dr. Nicole Fahlman at nicole.fahlman@usask.ca - (306) 209-0142 or Dr. Tiann O'Carroll at tiann.ocarroll@usask.ca - (306) 529-0777.

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/.

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/

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.