




# Medicine & Society II

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MEDC 122.3

TERM 2

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 COURSE SYLLABUS  
2018/2019



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

### 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; health equity; health promotion; communicable disease control; environmental health; epidemiology and biostatistics fundamentals; research and critical appraisal; and public health ethics.

Medicine & Society II also includes the following modules as part of this course: (1) patient- and family-centered care (PFCC), (2) Experiences in the Community (EC), (3) Arts & Humanities, and (4) Research Quantitative Methods Modules. Please see descriptions below for further details (pages 6-12 of the syllabus).

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

### COURSE OBJECTIVES

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

1. Define, describe, and identify key aspects of public health and population health such as management of communicable diseases (including outbreaks) and an approach to common environmental hazards.
2. Explain how the social determinants of health affect the health of individuals and populations.
3. Identify barriers in access to health services for specific populations and explain the role of physicians in addressing those barriers.
4. Explain how clinical, programmatic, and policy interventions promoting health and preventing diseases affect individuals and populations and apply health promotion and prevention strategies to public health issues.
5. Interpret the meaning of common measures of burden of illness at the population level and explain common study designs and bio statistical principles used in critical appraisal and health research.
6. Apply ethical frameworks to public health problems.
7. Identify system drivers and pillars of patient- and family-centered care (PFCC), and implications for practice.
8. Express meaning of medical experiences metaphorically through discussion and representation.
9. Apply the principles of healthcare research.

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. Cory Neudorf - [cory.neudorf@usask.ca](mailto:cory.neudorf@usask.ca) – (306) 966-2276

Course Chair : Dr. Juan-Nicolas Pena-Sanchez – [juan.nicolas.ps@usask.ca](mailto:juan.nicolas.ps@usask.ca) - (306) 966-5727

Administrative Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-7202

Administrative Assistant: Sarah Gorham – [sarah.gorham@usask.ca](mailto:sarah.gorham@usask.ca) - (306) 966-7202

## 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.

All learning objectives (course, module, and session) can be accessed on the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Please access the link below for the most current objectives.

<https://share.usask.ca/medicine/one45/kbase/Curriculum.aspx>

## 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. In addition to in-class learning, first year M & S courses include two experiential learning modules, a PFCC (Patient and Family-Centred Care) Learning Experiences Module, and an EC (Experiences in the Community) Module.

## COURSE DELIVERY

The primary format for course sessions will be large-group (entire class) interactive presentations. Course materials will be posted to one45. Assignments will be submitted in Blackboard by 23:59 on date due unless otherwise indicated\*. In addition to in-class learning, first year M & S courses include two experiential learning modules, a PFCC (Patient- and Family-Centred Care) Learning Experiences Module, and an EC (Experiences in the Community) Module, which both extend past Term 1 and into Term 2 (see Modules below).

\*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.

## COURSE RESOURCES

The primary resource for this course will be readings from 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 <https://afmc.ca/medical-education/public-health/>), as well as other assigned resources. Presentations and supplemental materials for reading and viewing will be posted to One45.

## COURSE ASSESSMENT OVERVIEW

Course Component	Due Date: indicated below Due Time: 23:59	Course Value
<b>Module Assignment/Assessments</b>		<b>35%</b>
<ul style="list-style-type: none"> <li>• <b>“Art of Public Health” Assignment</b></li> </ul>	Apr 16, 2019	<b>30%</b>
<ul style="list-style-type: none"> <li>• <b>Medical Arts &amp; Humanities Reflection</b></li> </ul>	May 1, 2019	<b>5%</b>
<ul style="list-style-type: none"> <li>• <b>Quantitative Research Component</b> <ul style="list-style-type: none"> <li>○ Submit Certificates of Completion</li> <li>○ Assignment 1: Attend and actively participate in the Data Analysis and submit SPSS outputs</li> <li>○ Assignment 2: Achieve a mark of at least 70% in the research abstract</li> </ul> </li> </ul>	By March 5, 2019 April 24, 2019 April 29, 2019	<b>P/F</b> <b>P/F</b> <b>P/F</b>
<ul style="list-style-type: none"> <li>• <b>Patient &amp; Family Centered Care (PFCC) Module – Part B</b> <ul style="list-style-type: none"> <li>○ Attend TWO Patient Advisor meetings in Term 2</li> <li>○ <b>Assignment B: PFCC Implications for Practice Reflective Essay – due</b></li> <li>○ Attend ONE Patient Narratives Session in Term 2</li> </ul> </li> </ul>	Jan. 9 & Mar. 27, 2019 April 30, 2019 By April 30, 2019	<b>P/F</b> <b>P/F</b> <b>P/F</b>
<ul style="list-style-type: none"> <li>• <b>Community Experience*</b> <ul style="list-style-type: none"> <li>○ Complete Experience</li> <li>○ Community Experience Reflective Assignment – due within 2 weeks of completion of experience</li> <li>○ CE Supervisor Assessment Form(s)</li> </ul> </li> </ul> <p>*CE expectations are waived if student is completing CSLP or MTL</p>	Within 2 weeks of completion experience	<b>P/F</b> <b>P/F</b> <b>P/F</b>
<b>Examinations</b>		<b>65%</b>
<ul style="list-style-type: none"> <li>• <b>Midterm Exam</b></li> </ul>	March 20, 2019	30%
<ul style="list-style-type: none"> <li>• <b>Final Examination</b></li> </ul>	May 1, 2019	35%
<b>Total Marks</b>		<b>100%</b>

## ASSESSMENT COMPONENTS

### “Art of Public Health” Assignment

Value: 30% of final grade

Date: Post assignment (750-1000 words) to BBLearn by 23:59 Tuesday, April 16, 2019.

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**.

### Quantitative Research Component (Summary Report)

Value: Pass/Fail – required for successful completion, does not contribute to final grade

Date: April 24, 2019 by 23:59

Description: Students will complete a summary report providing information related to research background, research questions, methodology, results/findings, discussion (including limitations), conclusions, and recommendations.

### Quantitative Research Component (Personal Reflection)

Value: Pass/Fail – required for successful completion, does not contribute to final grade.

Date: April 29, 2019 by 23:59

Description: A personal reflection based on engagement and experiential learning from M&S I & MS II research components. The reflection will focus on the process of engaging in research, not the data outcomes.

### Quantitative Research Component (Submission of Certificates of Completion)

Value: Pass/Fail – required for successful completion, does not contribute to final grade.

Date: no later than March 5, 2019

Description: McMaster Chart Review On-Line Tutorial which can be found at: <https://ethics.mcmaster.ca/chart/>. Individuals engaged in research are asked to complete this brief tutorial to ensure that they are aware of the privacy issues which arise in research involving retrospective chart reviews. The tutorial will take 15 minutes to complete. TCPS 2. <https://ethics.mcmaster.ca/chart/>. Individuals engaged in research are asked to complete this brief tutorial to ensure that they are aware of the privacy issues which arise in research involving retrospective chart reviews. The tutorial will take 15 minutes to complete. TCPS 2. Tutorial Course on Research Ethics (CORE) which can be found at: <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>. CORE provides an applied approach to the guidance provided in TCPS 2. This self-paced course is a media-rich learning experience that features interactive exercises and multi-disciplinary examples. <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>. CORE provides an

applied approach to the guidance provided in TCPS 2. This self-paced course is a media-rich learning experience that features interactive exercises and multi-disciplinary examples.

**Assignment B: PFCC Implications for Practice Reflective Essay**

Value: Mandatory, formative, non-graded.

Due Date: April 30, 2019 @ 23:59hrs

Description: The assignment description and details will be posted on BBLearn.

**Patient & Family-Centred Care (PFCC) Learning Experiences – Part B**

Value: Pass/Fail – required for successful Module completion, does not contribute to final grade.

Date: January - April, 2019

Description: Please see specific requirements and module assessment overview under the PFCC module description (see below). Must attend ONE Patient Narrative session (limited availability, sessions available monthly, sign-in required). Must attend TWO Patient Advisor meetings (January 9, 2019 and March 27, 2019, attendance sign-in required). All students are required to complete Assignment B (due April 30, 2019 at 23:59). Post assignments to BBLearn.

**Community Experience Reflective Assignment\***

Value: Pass/Fail -required for successful Module completion, does not contribute to final grade.

Date: 2 weeks after completion of Community Experience.

Description: Submit a reflective assignment of approximately 250 words to BBLearn.

*\*Note: For students completing the Inter-professional Community Service Learning Program or Making the Links as an alternative to the Community Experience, this assignment is not required. The requirements of those programs will be shared at program-specific orientations.*

**Midterm Exam**

Value: 30% of final grade

Date: March 20, 2019

Type: Mid-term quiz

Description: Closed book exam may include: multiple choice, multiple choice multiple answer, fill in the blank, true/false, short answer, matching, and extended written questions. Will cover content

**Final Exam**

Value: 35% of final grade

Date: Wednesday, May 1, 2019

Type: Examination, cumulative

Description: Closed book exam may include: multiple choice, multiple choice multiple answer, fill in the blank, true/false, short answer, matching, and extended written questions. Further details to be discussed in class.

### **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% across the Arts and Humanities reflection and the midterm exam.
- Achieve a mark of at least 70% on the “Art of Public Health” assignment.
- Achieve a mark of at least 70% on the final exam.
- Successfully pass PFCC consisting of (Module B & Reflective Assignment)
- Successfully pass Research Components consisting of (McMasters Certificate, TCPS2 Certificate, Summary Report, Personal Reflection)
- Complete all assignments.

Students not promoted as a result of being unsuccessful on the course will receive a grade of ‘F’ on their transcripts for the relevant course.

### **REMEDIATION AND COURSE FAILURE**

If a student fails to achieve a 70% cumulative average across Arts and Humanities reflection and the midterm exam, a 70% on the “Art of Public Health” assignment, a 70% on the final exam, or fails the research component a maximum of one remediation attempt per component will be offered. If a student fails three components listed above, this will be considered a course failure and remediation will not be offered. Additionally, failure of a supplemental assessment or failure of PFCC module will result in a course failure (Note that one remediation attempt will be allowed for a failed PFCC Reflection assignment)

\*Note for non-completion of assignments please see “Professionalism” and “Undergraduate Medical Education Assignment Submission Policy.”

Students who are eligible for remediation will be required to meet with the Module/ Course Director and/or Course Chair to identify areas of weakness and develop a structured remediation and learning plan, and complete a supplemental assessment. The Module Director/Course Director and/or Course Chair 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.

After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Year 1 Term 2 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

### **ATTENDANCE EXPECTATIONS**

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

### **COURSE EVALUATIONS QUALITY IMPROVEMENT**

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

1. The PFCC module advisor component has been expanded to term 2 to support experiential learning and a discussion forum has been discontinued.

2. An active learning opportunity has been added to the course (Poverty Simulation).
3. Additional time for PFCC advisor meetings was included.

## ■ Patient & Family-Centered Care Module: Part B

### ■ Med 122 – Year 1 Term 2

#### MODULE CONTACT

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

#### MODULE DESCRIPTION

This module provides students with authentic experiences of health and health care from the perspective of patients. The student will seek to understand the patient/client family experience and implications for future practice. This experiential learning module is designed to encourage reflective practice and builds on available learning opportunities. The four main pillars of patient- and family-centered care are respect/dignity, information sharing (communication), collaboration, and participation (shared decision making). The pillars are explored within the care delivery context, considering the continuum of engagement and factors influencing engagement. Note: for the purposes of this module, the terms “patient” and “client” will be used interchangeably.

By completing the PFCC Module, students will meet the course level objective, “identify system drivers and pillars of patient- and family-centered care (PFCC), and implications for practice” for Med 112 and Med 122 (respectively). The module uses a blended teaching approach and enables a longitudinal experience over Year 1, Term 1 and 2. Term 1 includes an introductory seminar to introduce students to key concepts related to patient- and family centered care followed by introduction of students to patient advisors early in the medical education program. Students participate in small group advisor meetings and patient narratives sessions over term 1 and 2 seeking to understand the patient/client/family experience and consider implications for future practice. Students have the option to attend a medical appointment with their advisor outside program hours.

By completing the PFCC module, students will meet the course level objective, “identify system drivers and pillars of patient- and family-centred care (PFCC), and implications for practice” for Med 112 and Med 122 (respectively).

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

#### MODULE OBJECTIVES

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

1. Identify patient- and family-centered care (PFCC) system drivers that influence the health care experience.
2. Suggest system changes required to advance from system-centered care to achieve patient- and family-centered care.
3. Identify examples and non-examples of the pillars (respect/dignity, information sharing, participation, collaboration) of patient-and family-centered care.
4. Describe knowledge, attitudes, and skills related to patient- and family-centered care (PFCC) required for future practice.



## COURSE SCHEDULE

The schedule will be posted on one45. Please check one45 **DAILY** to ensure 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 UGME Office.

## INDEPENDENT LEARNING

During the course module, protected time for independent learning has been set aside to allow students to attend and participate in independent learning sessions.

## MODULE DELIVERY

This longitudinal module extends over term 1 and 2 with discrete requirements in each term. In each term, students will have advisor meetings (see course schedule, attendance sign-in required) and attend Patient Narrative sessions to hear the patient perspective and to participate in large group discussion (see online schedule, limited availability, attendance sign-in required).

### Patient and Family Narratives

Patient and Family Narrative session schedule is available at:

<https://wiki.usask.ca/display/Petients/Patient+and+Family+Narratives>. Students are encouraged to review the schedule early in the term. Sessions are offered approximately once per month through April. Each session includes a large group presentation and discussion. Attendance is tracked through sign-in papers available at the session.

### Supplementary PFCC Shadowing Experience\*\*

Students may arrange a shadowing experience with their advisor. Shadowing must be arranged with your assigned PFCC Advisor or through Cathy Cole. Students may allocate up to 2 hours of their total 10 hour shadowing requirement from the Success in Medical School course to attend an appointment or treatment with their PFCC Patient Advisor. *Please ensure your advisor and Dr. Baerg have a minimum 48 hours' notice and all mandatory PFCC requirements are met.*

\*\*Optional, prior approval required

## MODULE MATERIAL ACCESS

Module materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents, are posted on Blackboard Learn. If you are having difficulty accessing your account please contact Student Central 306-966-1212 or contact IT Services Help Desk 306-966-2222.

## MODULE RESOURCES

- Introduction to PFCC lecture posted on one45
- Institute for PFCC at [www.ipfcc.org](http://www.ipfcc.org)
- Patient First Review Update and Patient Experience Case Studies, Government of Saskatchewan - <https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/saskatchewan-health-initiatives/patient-first-review>
- Framework for Patient Engagement by Carmen et al at <https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2012.113>
- Canadian Interprofessional Health Collaborative (CIHC) Competency Framework at [http://www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)

## MODULE ASSESSMENT

MODULE REQUIREMENTS TERM 2 (Med 122):

- Pass required for mandatory assignment B (Note that one remediation attempt will be allowed for a failed assignment)
- Attend TWO Patient Advisor Meetings – sign-in required
- Attend ONE Patient Narratives Session – sign-in required

See Module Package for details.

### 3. EC Module: Experiences in the Community

**Note: This module was introduced in Term 1 (MEDC 112) and continues in Term 2 (MEDC 122)**

#### MODULE DESCRIPTION

Details regarding the Experiences in the Community Module options were provided during an orientation in the Medicine & Society I course – see one45. The Community Experience (CE) is a mandatory 1 week clinical/community immersion experience. Students who are selected for the optional Interprofessional Community Services Learning Program (CSLP) or Making the Links/ Certificate in Global Health (MTL) are waived of the requirement to complete the Community Experience.

Demonstration of successful participation in the CE, CSLP or MTL, as relevant to the option selected, is required to successfully complete the M&S II course. Specific assessment description details are provided on one45.

#### MODULE LEVEL OBJECTIVES

1. Describe how various physician (CanMEDs) roles can contribute to the overall well-being and health of patients, families, communities, and populations.
2. Discuss factors that impact patients and communities encountered during your experience.

#### ATTENDANCE EXPECTATIONS

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

#### COURSE RESOURCES

The module resources, including slides and reading/viewing, will be posted on One45.

#### MODULE REQUIREMENTS

Deadlines for application are noted below. Note that option C has space limitations.

- A. **One Week Community Experience (CE):** A mandatory 1 week clinical observership experience in a rural/remote or urban underserved community generally completed in May/June. See documents posted to one45 for more details.

**Faculty Lead:** Dr. Bev Karras ([bev.karras@usask.ca](mailto:bev.karras@usask.ca)).

Your Community Experience proposal was due in the fall term.

**Timing/Duration:** 40 hours after the end of Term 2.

Note: Students selected for one of the two optional programs listed below are waived of the requirement to complete the Community Experience.

- B. **Interprofessional Pharmacy-Medicine Community Service Learning Project (CSLP):** A longitudinal interprofessional volunteering experience with a student partner from Pharmacy, doing non-clinical work with a community-based organization serving people in underserved communities in Saskatoon. See documents posted to one45 for more details. Students completing this program will receive a letter of completion.

**Faculty Lead:** Dr. Meredith McKague ([m.mckague@usask.ca](mailto:m.mckague@usask.ca))

**Timing/ Duration:** 45 hours over Terms 1 and 2 (October-March).

- C. **Making the Links (MTL) - Certificate in Global Health:** Combines academic courses and experiential learning in marginalized, underserved communities locally and globally. Your MTL application was due in the fall term. For more information and how to apply, visit <https://medicine.usask.ca/programs/making-the-links.php#Howtoapply>  
<https://medicine.usask.ca/programs/making-the-links.php#Howtoapply>

**Faculty Lead:** Dr. Lori Hanson ([loh817@mail.usask.ca](mailto:loh817@mail.usask.ca)) [loh817@mail.usask.ca](mailto:loh817@mail.usask.ca))

**Administrative Coordinator:** Carlyn Seguin ([carlyn.seguin@usask.ca](mailto:carlyn.seguin@usask.ca)).

**Timing/Duration:** runs over Years 1 & 2 with a community-based experience each summer.

## MODULE ASSESSMENT OVERVIEW

Successful completion of the Community Experience requires:

- Completion of the one week clinical immersion experience
- Evidence of satisfactory participation in clinical learning experiences on the assessment form completed by the CE supervisor(s)
- Satisfactory completion of a reflective assignment (approximately 250 word) due within 2 weeks of completion of the experience (pass/fail)

Note: the two other optional programs that are alternative to the CE each include reflective activities and specific assessment, details of assessment provided at orientation for the students selected, and in materials specific to that option.

## MODULE ASSESSMENT COMPONENTS

Specific assessment details will be provided in orientation and assessment form, and assignment instructions/rubric will be posted to on one45.

## 4. Medical Arts & Humanities

### MODULE CONTACTS

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

**Administrative Assistant:** Sarah Gorham – [sarah.gorham@usask.ca](mailto:sarah.gorham@usask.ca) – (306) 966-7202

### MODULE 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. Students are responsible for the purchase of basic drawing supplies
- **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.
- **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.
- **Philosophy**
  - Students will explore various concepts around the philosophy of medicine

### MODULE LEVEL OBJECTIVES

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

1. Represent qualities of the arts/humanities that reveal complexities of the human condition, making them an important component of medical education (e.g. uncertainty/doubt/ambiguity, human complexity/variability, resilience, creativity, patient perspective, empathy, critical thinking).
2. Link their arts/Humanities experience to clinical experiences both cognitively and emotionally through reflection.

### ASSESSMENT

Successful completion of the module will require;

1. Participation in scheduled group discussions.
2. Submission of a short reflection after each session, and commenting on two other reflections submitted by other members of their group. Attach a piece of original work if participating in streams where work is produced. Due May 1, 2019 (one week following the final session) by 23:59. See BBLearn for details.

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.

## 5. Research Module: Quantitative Methods

### MODULE CONTACTS

**Module Director:** Dr. Anne Leis – [anne.leis@usask.ca](mailto:anne.leis@usask.ca) – (306) 966-7878

**Administrative Assistant:** Sarah Gorham – [sarah.gorham@usask.ca](mailto:sarah.gorham@usask.ca) - (306) 966-7202

### MODULE DESCRIPTION

The vertical research theme (<http://medicine.usask.ca/documents/ugme/roadmaps/ResearchEBM.pdf>), including sessions within the Medicine and Society courses, aims to build capacity for students to demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care. This involves:

- Exposing students to different fields of research and research methodologies
- Supporting students in the development of rudimentary research knowledge and skills
- Encouraging students to gain confidence in participating in research during their UGME program

During the first year of this vertical theme, the focus is on fundamental scientific methods with the development of research questions, understanding basic research study designs/analysis strategies and participation in a quantitative research exercise with data collection, analysis, and interpretation.

During the second year, the focus shifts towards learning about and participating in a qualitative research exercise. The summers following Years One and Two, students are eligible to apply for Dean's Summer Studentship Research Awards. Learning around research methodologies encourages participation in experiential research activities, but also supports the acquisition of skills in critical appraisal of medical literature and promotes the development of evidence-based medicine approaches for clinical practice.

### MODULE LEVEL OBJECTIVES

1. Describe and define the important stages of quantitative research and align this process with the scientific method
2. Conduct the phases of quantitative research including formulating a research question and plan study design and data collection
3. Demonstrate how to appropriately use quantitative data to answer a research question through data analysis and interpretation of the results
4. Describe how quantitative research adds to the understanding of causal associations and impacts clinical practice

### MODULE RESOURCES

The module resources, including slides and reading/viewing, will be posted on One45.

### MODULE ASSESSMENT

Since this module extends beyond term 1, some required assessments will occur in term 2. Successful completion of the Research Module requires:

- **Assignment 1:** Attend and actively participate in the Data Analysis session of April 24, 2019 and submit the generated SPSS outputs by April 24, 2019, at 23:59 through BBLearn.
- **Assignment 2:** Achieve a mark of at least 70% in the research abstract – one per small group – which should be submitted by April 29, 2019, at 23:59 through BBLearn.
- **Assignment 3:** Successfully complete the McMaster Chart Review On-Line Tutorial (<https://ethics.mcmaster.ca/chart/>) and Tutorial Course on Research Ethics – CORE (<http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>). The obtained certificates after completing each of these courses should be submitted no later than **March 5, 2019, at 23:59** through BBLearn.

## **IMPORTANT AND RELEVANT INFORMATION**

The following information is extremely important for student 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, HARASSMENT, 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>

## **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<sup>1</sup>.

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.

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<sup>1</sup> 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.

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.

### 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)

### PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior.

<http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php>

<http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php>

### RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Blackboard site under Course Materials. However, each lecturer reserves the right to choose whether or not their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but rather to enhance understanding of the concepts.

### COPYRIGHT

Course materials are provided to students based on registration in a class, and anything created by professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to students based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>)

**Before copying or distributing others' copyright-protected materials, please ensure that use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>.** For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.



## **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 ACCESS AND EQUITY SERVICES (AES)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) 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 AES programs and supports, students must follow AES policy and procedures.

For more information, check <https://students.usask.ca/health/centres/access-equity-services.php> or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

Students registered with AES 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, in Saskatoon please contact:

COM Student Affairs Coordinator, Edith Conacher at [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) or 306-966-4751

COM Student Affairs Coordinator (Regina Campus), Lisa Persaud at [lisa.Persaud@saskhealthauthority.ca](mailto:lisa.Persaud@saskhealthauthority.ca) or 306-766-0620

## **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 <http://library.usask.ca/studentlearning/>.

## **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 students' web site <http://students.usask.ca>.

## **FINANCIAL SUPPORT**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

## **ABORIGINAL STUDENTS CENTRE**

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment.

Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

*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.*