




Medicine & Society I

MEDC 112.3
YEAR 1 TERM 1

 COURSE SYLLABUS
2017/2018



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

Medicine and Society I Syllabus: Outline

1. **Medicine and Society 1: The Course**
2. **PFCC Module (Patient and Family Centred Care)**
3. **EC Module (Experiences in the Community)**
4. **UGME Undergraduate Medical Education Policies & Resources**

1. Medicine and Society Year 1 Term 1: The Course

COURSE DESCRIPTION

This is the first of four courses in the Medicine and Society series. The others are Population Health and Preventative Medicine, Canada's Health Care System, and finally Physician Roles and Leadership. A comprehensive overview has been posted to One45. In this course, an Introduction to Medicine and Society, we explore concepts of health and illness, determinants of health, patient- and family-centred care (PFCC), indigenous health and healing, culture, life course, resilience, systems thinking and change, physician roles, and leadership. These topics will help prepare you to provide both care and cure, that is, supporting and treating patients, as well as carrying out research in the many fields of health. Completion of this course will contribute to attaining elements of the overall undergraduate program objectives ([MD Program Objectives](#)).

Research Module

Research Vertical Theme roadmap: <http://medicine.usask.ca/documents/ugme/roadmaps/ResearchEBM.pdf>

The vertical research theme, including sessions within Medicine and Society I and II, 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:

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

During the first year of this vertical theme, the focus is on fundamental scientific methods with 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 acquisition of skills in critical appraisal of medical literature and promotes development of evidence based medicine approaches for clinical practice.

Assessment:

Over the course of the Fall and Winter Terms student teams will prepare a research question/hypothesis, collect and analyze data and prepare a report on the same. The report will be due at the end of Term 2.

OVERALL COURSE OBJECTIVES

By the completion of the Medicine and Society I course, students will be expected to:

1. Explain the roles of physicians from a historical and societal perspective (*Professional*).
2. Identify system drivers and pillars of patient- and family-centered care (PFCC), and implications for practice (*Medical Expert, Communicator, Health Advocate, Scholar, Leader*).
3. Explain culturally safe care for Indigenous peoples and new Canadians and the implications for practice (*Communicator, Professional*).
4. Use a biopsychosocial approach to describe implications for health care across the life span, from family planning to bereavement (*Medical Expert*).
5. Explain the competencies required for interprofessional collaboration and implications for practice (*Collaborator*).
6. Apply the principles of healthcare research (*Scholar*).

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. Ulrich Teucher - ulrich.teucher@usask.ca – (306) 966-2925

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

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

Course Administrative Assistant: TBA

COURSE SCHEDULE

There are 10 classes of Medicine and Society scheduled throughout Term 1. 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 undergraduate administrators.

INDEPENDENT LEARNING

Many sessions are based on the “flipped” or “inverted” classroom model where short and pertinent preparations have been assigned. It is very important that students come to class prepared, having carefully read the assigned materials. Many classes, including the invited panel presentations, are based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation. Please see the Course Reading Package for details. In addition, active participation in peer review (eg. Pick-3 assignment) is part of the learning experience for oneself and others.

COURSE DELIVERY

Course materials will be posted to One45. Assignment details will be posted on BBLearn. 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).

COURSE EVALUATIONS QUALITY IMPROVEMENT

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

1. In the Life Course lecture, closer connections will be woven between course contents and applicability to medical practice
2. A more comprehensive overall narrative will be applied to the course
3. The PFCC module was modified to ensure all students would have similar opportunities to meet module objectives

ATTENDANCE EXPECTATIONS

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

COURSE RESOURCES

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

MATERIAL ACCESS

If you are having difficulty accessing your account please contact Student Central 306-966-1212 or contact IT Services Help Desk 306-966-2222

ASSESSMENT OVERVIEW

a. COURSE

Assignment 1: Introduction Reflection (formative and non-graded)

Assignment 2: i-PASS (formative and non-graded)

Assignment 3: Life Course, Culture, and Indigenous Health (formative and non-graded)

Assignment 4: Pick-3 (Summative)

Assignment 5: LGBTX and Health (formative and non-graded)

Medicine and Society I Final Examination

b. PFCC MODULE

Successfully complete Part A of the PFCC module (see below)

ASSESSMENT COMPONENTS

a. Course

All assignments (formative, summative, final exam) require critical analysis, informed by citing and discussing relevant course materials and readings (a minimum of two scholarly sources). A critical analysis involves your positive, negative, or mixed scholarly comments. For more details, see BBLearn.

Assignment #1: Introduction Reflection (Formative)

Due Date(s): Wed Aug 17 @ 23:59hrs

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

Assignment #2: i-PASS (Formative)

Due Dates: Fri Sep 29 @ 23:59hrs

Description: All students are required to attend I-PASS (an interprofessional symposium for first year health sciences students) on September 27, 2017, hosted and organized by the HSSA (Health Sciences Students' Association). See www.healthsciences.usask.ca/educational/hssa.php for more information. Since many of the topics presented at this symposium are relevant to Medicine and Society, all students are also required to complete a brief assignment related to their participation in i-PASS. The assignment will be based on the course objective for inter-professional practice and collaboration. The assignment description, details, and rubric will be posted on BBLearn.

Assignment #3: Life Course, Culture, and Indigenous Health (Formative)

Due Date(s): Fri Oct 27 @ 23:59hrs

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

Assignment #4: Pick-3 (Summative)

Due Dates: 1) post draft for peer review by: Fri Nov 3 @ 23:59hrs; 2) peer-edit drafts by: Tue Nov 7 @ 23:59 hrs; 3) submit final edited draft by: Fri Nov 10 @ 23:59hrs

Description: The **Pick-3 Assignment** will help students summarize and synthesize many course concepts. Each student will pick any three items (texts, images, paintings, songs, videos, etc.) and explain how they individually and/or synergistically represent one or more of the major course concepts (see course objectives). Students are limited to a maximum of two video or sound clips totaling no more than eight (8) minutes. The assignment description, details, and rubric will be posted on BBLearn.

Assignment #5: LGBTX and Health (Formative)

Due Date(s): Wed Nov 22 @ 23:59hrs

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

Final Exam

Date: Tue, Dec 5, 2017

Length: 3 hours

Details will be made available at Course Orientation.

b. PFCC MODULE (for more detail, see section below)

Attend TWO Patient Advisor meetings in Term 1 (documentation required, attendance sign-in; see below)

c. Experiences in the Community Module (for more detail, see module section below)

Demonstration of appropriate participation in the Community Experience (or optional alternatives), or appropriate planning for activities in the subsequent term(s), as relevant to the option selected, is required to successfully complete the M&S I course. Specific assessment description details are provided on One45 for each option.

2. PFCC Module: Patient & Family Centred Care Learning Experiences (10 hours)

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. Learning from and about patients will integrate well into the rest of the course and students' future careers. 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 system-based, patient- and family-focused and patient- and family-centered care. The student will clarify the value of a patient and family centered approach and reflect on plans for future practice.

The module uses a blended teaching approach. Module A (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. In Module B (term 2), students use self-directed shadowing experiences and patient narratives sessions as a point-of-practice learning opportunity, seeking to understand the patient/client/family experience and consider implications for future practice. An on-line discussion forum is utilized to promote analysis, evaluation, and synthesis and is an opportunity to learn from and with others.

By completing modules A and B, students will meet the course level objective, "identify system drivers and pillars of patient- and family-centered care (PFCC), and implications for practice (*Communicator, Leader*)" for Med 112 and Med 122 (respectively).

Completion of this module will contribute to attaining elements of the overall undergraduate program objectives ([MD Program 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 (*Medical Expert, Communicator, Health Advocate, Scholar, Leader*).
2. Suggest system changes required to advance from system-centered care to achieve patient- and family-centered care (*Health Advocate, Leader*).
3. Identify examples and non-examples of the pillars (respect/dignity, information sharing, participation, collaboration) of patient- and family-centered care (*Health Advocate, Medical Expert*).
4. Describe knowledge, attitudes and skills related to patient-and family-centered care (PFCC) required for future practice (*Health Advocate, Medical Expert, 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

MODULE CONTACTS

Module Director: Dr. Krista Baerg – dr.kbaerg@usask.ca - 306-844-1076

COURSE SCHEDULE

Module A includes an in-class lecture and small group patient advisor meetings. Your schedule and small groups will be posted on One45 (see Med 112 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 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

Module materials, including pre-reading, and small group schedules will be posted on one45. In term 1, an introductory seminar (Introduction to PFCC, Med 112) introduces students to key concepts related to patient- and family centered care, subsequently students meet twice over term 1 with a patient advisor for small group discussion.

MODULE RESOURCES

- www.ipfcc.org

MODULE ASSESSMENT OVERVIEW

Module Requirements:

Attend TWO Patient Advisor Meetings in term 1 – documentation required, attendance sign-in

ASSESSMENT COMPONENTS

MODULE REQUIREMENTS:

Attend TWO Patient Advisor Meetings in term 1 – documentation required, attendance sign-in

3. EC Module: Experiences in the Community

Note: This module continues past Term 1 (Med 112)

MODULE DESCRIPTION

Description: Details regarding the Experiences in the Community Module options will be provided during an orientation in the Medicine & Society I course – see One45 for scheduling details. The Community Experience (CE) is a mandatory 1 week clinical/community immersion experience. Students who are selected for the optional Inter-professional 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 appropriate participation in the CE, CSLP or MTL, or appropriate planning for activities in the subsequent term(s), as relevant to the option selected, is required to successfully complete the M&S I 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 (*Medical Expert, Communicator, Collaborator, Leader, Health Advocate*).
2. Discuss factors that impact patients and communities encountered during your experience (*Health Advocate, Medical Expert, Collaborator, Leader*).

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. **1-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). Your Community Experience Proposal is due on One45 by **Oct 27, 2017 at 4:30 PM**. 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 inter-professional 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). The CSLP Application is due by **Sep 8, 2017 at 4:30 pm**.
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 is due on or before **Oct 27, 2017 at 4:30 PM**. For more information and how to apply, visit (<http://medicine.usask.ca/programs/making-the-links.php#Backgroundreading>). **Faculty Lead:** Dr. Eddie Rooke. **Administrative Coordinator:** Carlyn Seguin (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.

Since this module extends beyond Term 1, required assessments may occur after completion of Term 1.

MODULE ASSESSMENT COMPONENTS

Specific assessment details will be provided in orientation or on One45

4. UGME Undergraduate Education Policies and Resources

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.

^[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.

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

COURSE POLICY FOR SUCCESSFUL COMPLETION AND REMEDIATION

As Medicine and Society I is based entirely on a Pass/Fail approach to student assessment, for successful course completion and for the purposes of promotion, students are required to obtain a “Pass” on the Pick 3 assignment, and the final examination. Students are required to meet the Term I expectations of both the PFCC and EC modules and complete all formative (non-graded) assignments. Additionally, students who are not promoted as a result of being unsuccessful in the course will receive a grade of ‘F’ on their transcripts.

REMEDICATION AND COURSE FAILURE

If a student fails the pick 3 summative assignment, or the final exam, or the PFCC module, or the EC module, a maximum of one remediation/supplemental assessment attempt will be provided per course assessment component. Failure of a remediation/supplemental assessment will result in a course failure and will not be offered further remediation.

Formative assignments are mandatory learning opportunities. Feedback will be provided, but remediation is not required.

If a student has not met the expectations for the PFCC module or the EC module this may be grounds for course failure.

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 to be adjudicated at the Term 1 Promotions Committee and a final decision to grant remediation/supplemental assessment will be determined by the Student Academic Management Committee.

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/

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

(<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)

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.

- **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.