




Medicine & Society II

MEDC 122.3

TERM 2

 COURSE SYLLABUS
2021/2022



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

LAND ACKNOWLEDGEMENT

As we engage in Remote Teaching and Learning, we acknowledge we are on Treaty Six and Treaty Four 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

Medicine and Society II – Course Overview

REMOTE LEARNING CONTEXT

To address uncertainties related to delivering academic programming during a pandemic, some instructors may deem it necessary to revise syllabi in ways that impact assignments, assessments, and weighting of grades, among other things. Such changes will be permitted if they have been approved by the Department Head (in a departmentalized college) and by the Dean/Executive Director or designate within a College/School. This provision is temporary and will be reviewed by the Academic Programs Committee at the beginning of each semester until any permanent change in this regard is approved by Council.

If you are on campus at any time, ensure you know what is required and expected of you: One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the health and *safety* guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the winter term. The College of Medicine has specific COVID protocols that are also important for you to be aware of and follow on the [College of Medicine website](#).

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) Quantitative Methods in Research Modules. Please see descriptions below for further details.

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. Identify how the social determinants of health affect the health of individuals and populations.
3. Describe the role of the physician in identifying and addressing barriers to the social determinants of health for individuals and specific populations.
4. Apply health promotion and prevention strategies to individual and population/public health issues.

5. Interpret the meaning of common measures of burden of illness at the population level.
6. Apply the common study designs and biostatistical principles used in health research to critical appraisal of the literature.
7. Apply ethical frameworks to public health issues.
8. Recommend interpersonal and organizational changes required to achieve patient and family centered care (PFCC).
9. Express meaning of medical experiences metaphorically through discussion and representation.
10. Apply the principles of healthcare research including ethical considerations.

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. Johnmark Opondo – joo437@usask.ca

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

Pre-Clerkship Program Coordinator: Sonja MacDonald – sonja.macdonald@usask.ca – (306) 966-5354

Administrative Assistant: Amy Pollock- amy.pollock@usask.ca

COURSE SCHEDULE

Please check one45 **DAILY** to ensure that you have the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in one45, affected students will be notified directly via email by the course administrators.

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 Canvas 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).

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://phprimer.afmc.ca/en/>), as well as other assigned resources. Presentations and supplemental materials for reading and viewing will be posted to One45.

Textbooks are available online from the University of Saskatchewan Bookstore:

<https://bookstore.usask.ca/students.php#MyTextbooks>

COURSE ASSESSMENT OVERVIEW

| Course Component | Due Date: indicated below Due Time: 23:59 | Course Value |
|--|---|--|
| Module Assignment/Assessments | Subtotal marks | 35% |
| <ul style="list-style-type: none"> • "Art of Public Health" Assignment | Apr. 6, 2022 | 30% |
| <ul style="list-style-type: none"> • Medical Arts & Humanities Reflection | One week after the final session of each A&H stream | 5% |
| <ul style="list-style-type: none"> • Quantitative Methods in Research Component <ul style="list-style-type: none"> ○ Assignment 1: Submit Certificates of Completion ○ Attend and actively participate in the small group research and critical appraisal session ○ Assignment 2: Submit short exercises and a guided critical appraisal of an article | March 9, 2022 April 13, 2022 April 27, 2022 | Submit Attend P/F |
| <ul style="list-style-type: none"> • Patient & Family Centered Care (PFCC) Module – Part B <ul style="list-style-type: none"> ○ Attend TWO Patient Advisor meetings in Term 2 ○ Attend ONE Patient Narratives Session in Term 2 ○ FINAL Assignment: PFCC Implications for Practice Reflective Essay | Jan. 19 & Mar. 30, 2022 March 31, 2022 April 15, 2022 | Attend Attend P/F |
| <ul style="list-style-type: none"> • Community Experience* <ul style="list-style-type: none"> ○ Complete Experience ○ Community Experience Reflective Assignment – due within 2 weeks of completion of experience ○ CE Supervisor Assessment Form(s) <p>*CE expectations are waived if student is completing CSLP or MTL</p> | Within 2 weeks of completion experience | Complete P/F P/F |
| Examinations | Subtotal marks | 65% |

| | | |
|----------------------------|----------------|-------------|
| • Midterm Exam | March 23, 2022 | 30% |
| • Final Examination | May 9, 2022 | 35% |
| Total Marks | | 100% |

EXAM PROCTORING

Due to pandemic related circumstances, examinations during this course may be delivered remotely. In that event, proctoring software or other remote invigilation methods will be employed concurrently during the examination to ensure academic integrity of the assessment.

RUBRICS

Where applicable, rubrics for all assignments will be posted on one45 for the relevant session. For those assignments submitted via Canvas they are also posted in Canvas. In the event of a discrepancy between the two versions, that posted on Canvas shall be taken to be correct.

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 module consisting of (Module B & Reflective Assignment)
- Successfully pass Research module components consisting of McMasters Certificate, TCPS2 Certificate, and Critical Appraisal assignment.
- Successful completion of the Experiences in the Community module requirements.
- 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

A. 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, fails the research component, fails the PFCC module, or fails to complete the Experiences in the Community components they will be considered for remediation, followed by supplemental assessment. If a student fails three or more of the items listed above, this will be considered a course failure and remediation will not be offered. Additionally, failure of a supplemental assessment will result in a course failure.

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

B. Students who are eligible for remediation will be required to meet with the Module/ Course Director and/or Course Chair in consultation with the Academic Support Team 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.

- C. 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.

ASSESSMENT COMPONENTS

Quantitative Methods in Research Component (Submission of Certificates of Completion)

- Value: Submit – required for successful completion, does not contribute to final grade.
- Date: See assessment table above.
- 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. 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.

Assignment B: PFCC Implications for Practice Reflective Essay

- Value: Pass/Fail
- Due Date: See assessment table above.
- Description: The assignment description and details will be posted on Canvas.

Midterm Exam

- Value: 30% of final grade
- Date: See assessment table above.
- Type: Mid-Term Exam
- 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.

“Art of Public Health” Assignment

- Value: 30% of final grade
- Date: See assessment table above.
- Description: Detailed description will be posted on Canvas.

Medical Arts & Humanities Guided Reflection

- Value: 5% of final grade

Date: Due one week after the final session of your A&H stream by 23:59.
Description: Submit a guided reflection of approximately 500 words to Canvas.

Quantitative Methods in Research (Research and Critical Appraisal Assignment)

Value: Pass/Fail – does not contribute to final grade.
Date: For due date, see assessment table above.
Description: This assignment will focus on research and critical appraisal concepts. A detailed description will be posted.

Patient Family Advisor Sessions

Value: Attend – required for successful Module completion, does not contribute to final grade.
Date: See assessment table above.
Description: Must attend TWO Patient Advisor meetings (attendance sign-in required).

Patient Family Narratives Session

Value: Attend – required for successful Module completion, does not contribute to final grade.
Date: See assessment table above.
Description: Must attend ONE Patient Narrative session (limited availability, sign-in required).

*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 Canvas.

**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.*

Final Exam

Value: 35% of final grade
Date: See assessment table above.
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.

EXAM REVIEW

Students will not be provided opportunity to view their examination questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

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. New content covering relevant COVID-19 material has been included in several lectures as a current example of public health practice and action for communicable disease control and outbreak management, public health ethics, health promotion, screening and prevention, and epidemiology.
2. New content in the Social Determinants of Health and Health Equity class is being provided to enable group feedback on the Intercultural Development Inventory results and possible next steps for improving cultural safety.

During this transition term it is important that we undertake in-person elements of this class safely. In order to do this the university has developed a set of expectations and safety protocols that all students must adhere to if they are to engage in in-person activity.

Throughout the term:

- **Protect the pack:** Right now, the impact of student choices and activities when not on campus cannot be separated from time spent on campus. In order to “protect the pack”, the university is asking all students who are doing in-person work to be mindful and do whatever possible to lower the risk that you will contract COVID-19 and bring it onto campus.
- **Know what is required and expected of you:** One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. **You are responsible** for **regularly** checking the health and safety guidelines <https://covid19.usask.ca/about/safety.php#Expectations> and knowing what is expected of you throughout the fall term.
- **Follow all guidance:** Students are expected to follow all guidance provided by the University’s Pandemic Recovery/Response Team (PRT), College/Department, professors, lab instructors, TAs, and any other staff member involved in the in-person academic program activities (e.g., Protective Services, Safety Resources).

Key channels of communication: If there is a need for the class to pause meeting in-person for a period of time you will be notified. If this occurs, you will be provided with detailed information on what you will need to do in place of the in-person class sessions (e.g., read content posted in Canvas, complete learning activities in Canvas).

Module 1: Patient & Family-Centered Care Module Part B

Med 122 – Year 1 Term 2

MODULE CONTACT

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

Administrative Assistant: Amy Pollock – amy.pollock@usask.ca - email for assistance

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. The four pillars of patient and family centered care are explored within the care delivery context, considering the continuum of patient engagement and factors influencing patient engagement.

This longitudinal Year 1 experience extends over Term 1 and 2. An introductory seminar in Term 1 introduces students to core concepts related to patient- and family centered care and patient engagement. Students participate in Patient Family Advisor (PFA) meetings and Patient Family Narratives (PFN) sessions seeking to understand interpersonal factors that impact PFCC practice at care delivery and the role for patient engagement at the health systems organizational level.

By completing the term 2 PFCC module, students will meet the Med 122 course level objective, “*recommend* interpersonal and organizational changes required to achieve patient and family centered care”.

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. Assess interpersonal factors impacting expression of the pillars of patient and family centered care (PFCC).
2. Suggest organizational changes required to advance from system-centered care to achieve patient and family centered care (PFCC).
3. Identify opportunities to integrate patient and family centered care (PFCC) and patient engagement principles into your future patient interactions.

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. Since patient partners are engaged in program delivery, last minute changes may occur. Please check one45 WITHIN 24 HOURS OF YOUR SESSION to ensure the most current schedule information. 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 two PFA meetings (see course schedule, mandatory) and attend one PFN session (self-schedule, limited availability). A PFA will provide feedback to students on their PFCC Implications for Practice Reflective Essay.

Patient Family Advisor Meetings

Sessions with a Patient Family Advisor are scheduled. Attendance is mandatory and tracked through Zoom. Session objectives, pre-readings, and worksheets are included in the module handbook.

Patient and Family Narratives

The session schedule is available at: <https://wiki.usask.ca/pages/viewpage.action?pageId=674594961>. Students are encouraged to review the schedule early in the term. Sessions are offered approximately once per month through March. Each session includes on-line presentation and interprofessional small group learning activity. Sign-up and session completion is through IPECT; participation is tracked.

MODULE MATERIAL ACCESS

Module materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents, are posted on Canvas. 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

- PFCC Module Handbook
- Med 112 Introduction to PFCC lecture posted on one45
- Institute for PFCC at 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 Carman 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

MODULE ASSESSMENT

MODULE REQUIREMENTS TERM 2 (Med 122):

- Attend TWO Patient Advisor Meetings – attendance is tracked through Zoom (**January 19 and March 30, 2022**). Adherence with netiquette guidelines outlined in the PFCC Handbook is required for successful session completion.
- Pass required for mandatory assignment: PFCC Implications for Practice Reflective Essay. Please refer to Canvas for details. (Note that one remediation attempt will be allowed for a failed assignment)
 - FINAL assignment: **due April 15, 2022**. A copy of your reflective assignment will be shared with a PFA assigned by SHA-Saskatoon.
- Attend ONE Patient Narratives Session – attendance is tracked through IPECT (**due March 31, 2022**). Successful “completion” of the session through IPECT is required.

See PFCC 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. Oriana Watt (oriana.watt@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. Oriana Watt (oriana.watt@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>

Faculty Lead: Dr. Lori Hanson (loh817@mail.usask.ca)

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.

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

Administrative Assistant: Amy Pollock – amy.pollock@usask.ca email for assistance

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.
- **Drama**
 - Students will explore basic acting skills including the use of voice, physicality and improvisation.
 - No experience is necessary. This module will enhance listening, communication and team building skills.
- **Singing**
 - Students will explore the use of singing as a tool to improve communication skills, and music as a method of self-expression.
 - No previous experience is necessary.

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 assignment. Attach a piece of original work if participating in streams where work is produced. Further details will be made available on One45.

Due one week after the final session of your A&H stream by 23:59.

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

5. Research Module: Quantitative Methods

MODULE CONTACTS

Module Director: Dr. Josh Lawson – josh.lawson@usask.ca – (306) 966-2978

Administrative Assistant: Amy Pollock- amy.pollock@usask.ca – email for assistance

MODULE DESCRIPTION

The vertical research theme ([HTTP://MEDICINE.USASK.CA/DOCUMENTS/UGME/ROADMAPS/RESEARCHEBM.PDF](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 appraise the phases of quantitative research including formulating a research question, study design, and data collection
2. Demonstrate how to appropriately use quantitative evidence to help answer a research question or clinical query through evidence-based methods

MODULE RESOURCES

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

MODULE ASSESSMENT

Successful completion of the Research Module requires:

- **Assignment 1:** 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 through Canvas.
- Attend and actively participate in the small group research and critical appraisal session.
- **Assignment 2:** Submit your second assignment which includes short exercises and a guided critical appraisal of an article through Canvas. This assignment will build on research and critical appraisal concepts presented in term 1.

See assessment table above for due dates.

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 syllabus¹.

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 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.

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

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>

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Canvas 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.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact the UME administrative coordinator for this course. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>

REQUIRED VIDEO USE:

At times in this course you may be required to have your video on during video conferencing sessions, in order to support observation of skills, to support group learning activities, or for exam invigilation. It will be necessary for you to use of a webcam built into or connected to your computer.

For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

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](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) 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

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although the face of teaching and learning has changed due to covid-19, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

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.

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.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://students.usask.ca/remote-learning/tech-requirements.php>.

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 or (306) 966-4751

COM and the School of Rehabilitation Science Coordinator, Bev Digout at bev.digout@usask.ca or 306-966-8224

COM Student Affairs Coordinator (Regina Campus), Lisa Persaud at 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>.

ACADEMIC HELP FOR STUDENTS

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/remote-learning/index.php>

[Class and study tips https://students.usask.ca/remote-learning/class-and-study-tips.php](https://students.usask.ca/remote-learning/class-and-study-tips.php)

Remote learning tutorial https://libguides.usask.ca/remote_learning

Study skills materials for online learning <https://libguides.usask.ca/studyskills>

A guide on netiquette, principles to guide respectful online learning interactions
<https://teaching.usask.ca/remote-teaching/netiquette.php>

<https://students.usask.ca/study/remote-learning.php><https://libguides.usask.ca/studyskills>

TEACHING, LEARNING AND STUDENT EXPERIENCE

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <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.

INTERNATIONAL STUDENT AND STUDY ABROAD CENTRE

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit students.usask.ca or updates.usask.ca for more information.

Remember, there are [many supports available](#) to help you thrive in the remote learning context.