



# Medicine & Society IV

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MEDC 222

YEAR 2 TERM 2

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**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 IV: Physician Leadership Roles

### 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](#)

## Medicine and Society IV: Introduction – Course Overview

### COURSE DESCRIPTION

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

Medicine & Society IV also includes the following modules as part of this course: (1) Community & Workplace Centered Learning Experiences (CWCLE), (2) Arts & Humanities, and (3) Research Qualitative Methods Modules. Please refer to pages 7-9 of the syllabus for further descriptions and information about each module.

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

### OVERALL COURSE OBJECTIVES

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

1. Demonstrate a leadership approach for a given situation.
2. Propose effective strategies to manage change and conflict.
3. Explain how to support quality through crucial conversations with colleagues.
4. Describe the importance of collaboration and communication with colleagues and within interprofessional teams with specific reference to the Competency Framework.
5. Explain important professional considerations and practices related to social media.
6. Explain opportunities for physician advocacy from a global health perspective.
7. Describe opportunities for physician advocacy from an occupational health perspective.
8. Identify the importance of the nonmedical expert CanMEDs roles in a physician's career.
9. Describe the role of community-based agencies and employers in addressing the social determinants of health.
10. Evaluate healthcare research and apply the principles of evidence-based medicine.
11. Express meaning of medical experiences metaphorically through discussion and representation.

### COURSE CONTACTS

Course Director: Dr. Ayisha Kurji - [ayisha.kurji@usask.ca](mailto:ayisha.kurji@usask.ca)

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

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

Pre-Clerkship Coordinator (Regina): Cass Cozman – [cassandra.cozman@saskhealthauthority.ca](mailto:cassandra.cozman@saskhealthauthority.ca) - (306) 766-0552

### COURSE SCHEDULE

**Medicine & Society IV course and module components are scheduled throughout term 2. Please refer to one45 for specific days and times of classes.** To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 222 is not held every week. Please check one45 **DAILY** throughout the term to ensure that you have the most current schedule information. The course schedule may be subject to changes, which will be posted on One45.

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 pertinent preparation has been assigned. It is very important that students come to class prepared. Often discussions will be based on the preparation material, and deeper understanding of the in-class sessions is facilitated through preparation. Please see the course reading package and refer to one45 for details. Contributing to the small group sessions which is enhanced by preparation and attention to the pre-reading, is one of the elements that will be assessed by peers.

### COURSE DELIVERY

The course will be delivered through a series of lectures and small group sessions. In addition, there may be site visits and community service learning experiences enabling students to deepen their understanding of

and skills in leadership and management and other non-medical expert roles in health care, as well as the practice of occupational and global health. When lecturers consent, lectures are recorded.

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

Course materials will be posted to one45. Assignments will be submitted on Canvas.

## COURSE INFORMATION

### COURSE 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>

### OPTIONAL RESOURCES

The CMA provides free online resources for medical students through the Physician Leadership Institute [here](#). Please note access to the self-led online introduction courses (Introduction to self-awareness, Introduction to effective communication & Introduction to engaging others) at the bottom of the page.

Additional online resources include:

- Canadian Society of Physician Leaders (CSPL) <https://physicianleaders.ca/index.html>
- Canadian Journal of Physician Leadership (CJPL) <https://cjpl.ca>

Resources available on Twitter:

- @CMA\_Learns
- @CSPLeaders

### COURSE ASSESSMENT

Achievement in this course will be determined by the following:

**MARKS WILL BE ALLOCATED AS FOLLOWS:**

Course Component	Assessment	Course Value	Due Date: Indicated Below Due Time: 23:59
Component 1	Analysis Assignment	12.5% each x 2	February 18, 2022 (first analysis)
		25% Total	April 27, 2022 (second analysis)
	Arts and Humanities Module Assignment	10%	One week after the final Arts & Humanities Session
Component 2	CWCLE Module		
	Assessment #5: Reflective Assignment	5%	April 1, 2022
Component 3	Major Written Assignment	30%	
	Phase A		March 4, 2022
	Phase B		March 11, 2022
	Phase C		March 18, 2022
	Final Examination	30%	May 3, 2022
Component 4	Peer Evaluation	Pass	February 4, 2022 (first peer evaluation)
			February 11, 2022 (second peer evaluation)
			April 22, 2022 (third peer evaluation)
	CWCLE Module		
	CWCLE Placement Hours Submission	Completion	April 1, 2022
	Qualitative Methods in Research Module Data collection session, interview Consent form and interview report Individual critical appraisal Data analysis session Research summary report Individual Reflection	Completion Completion Pass Attend Pass Pass	March 4, 2022 March 11, 2022 April 1, 2022 April 15, 2022 April 29 2022 April 29, 2022
	Medicine-Law Interprofessional Experience This applies to students participating in this activity in term one. Students participating in this activity in term two will have the assessment count towards that term.	Attend	
<b>TOTAL</b>		<b>100%</b>	

\* Assignments are mandatory and must be completed.

**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 Canvas 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

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

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

1. A minimum average of 70% on the two analysis reports, and Arts & Humanities written assignment.
2. A mark of 70% on the CWCLE module assignment
3. A cumulative mark of 70% on the major written assignment and the final examination.
4. A “pass” on the Peer evaluations, CWCLE Module and Qualitative Research Methods Module components.

### Remediation:

- A) Upon failure of a course component, students will meet with the module/course director and/or year chair in consultation with the Academic Support Team to devise a learning plan if remediation is being offered. The module director/course director retains the right to determine the specific type of remediation and supplemental assessment needed for each individual student, which may be in a different format than the original assessment. This remediation may be in the form of additional assignments, assigned readings, examinations, and/or meetings with the module director and/or other mentors.
- B) If a student fails one or two of the above course components, remediation and supplemental assessment may be offered (to a maximum of one remediation attempt per component).
- For course component 1, if a student fails one or more of the assignments but still achieves the 70% average, no remediation/ supplemental assessment is required. If a student fails to achieve the 70% average, they will be required to remediate each of the failed assignments within component 1 separately after the end of term, but this will still be considered a remediation of one course component for the purposes of this policy. Only one remediation attempt will be provided.
  - For course component 4, if a student fails any of the assessments within the component that will result in a component failure. They will be required to remediate each failed assessment separately. This will still be considered a remediation of one course component for the purposes of this policy. Only one remediation attempt will be provided per individual assessment.
- C) Successful completion of remediation and supplemental assessment will result in a grade at the minimum passing grade for that component (70%).
- D) **Failure of 3 or more** course components will result in a course failure, with no remediation offered.

Additionally, failure of a supplemental assessment of a failed course component will result in failure of the course.

- E) For non-completion of assignments please see “Professionalism” and “Undergraduate Medical Education Assignment Submission Policy” sections below.

## BRIEF ASSIGNMENT DESCRIPTION

### A. Short Assignments

- a. During this term we will be introducing small group mandatory learning opportunities including a structured controversy and case discussions. For each of these sessions, students will be asked to complete the following assessments:

**1. Peer Evaluation (1 completed for each session for a total of 3 peer evaluations):**

- i. To be completed following the small group sessions on a peer of your choice. Students are responsible to ensure that a peer evaluation is completed for themselves by one of their peers for each of the sessions.
- ii. Refer to the Rubrics for the expectations on the peer evaluation.
- iii. *The Due Date for each peer assessment will be 23:59\* of the day of the session (See table above).*

**2. Analysis Reports**

**i. Analysis #1: Analysis of small group learning session –choose either Knowledge Translation/Patient Education OR Self-Regulation with Crucial Conversations/Interprofessional Teams & Collaboration session**

- Prepare a brief written analysis (500 words maximum) describing your experience during the activity. Describe how this learning experience may impact or change your future practice as a physician. Also illustrate how this activity may be applied using a real example that you observed in practice or a situation which you participated in.
- Students may choose which **ONE (1)** of the 2 learning opportunities they wish to complete the analysis report.
- Refer to the Rubric for the expectations on the analysis assessment.
- *For Due Date(s) see assessment table above.*

**ii. Analysis #2: Analysis of leadership topic of choice related to COVID-19 pandemic**

- Prepare a brief written analysis (500 words maximum) describing your experience and observation of any one of the leadership topics reviewed in this course (leadership styles, conflict management, social media & professionalism, self-regulation, patient education, change management, etc) related to the COVID-19 pandemic. Describe how this learning experience may impact or change your future practice as a physician.
- Refer to the Rubric for the expectations on the analysis assessment.
- *For Due Date(s) see assessment table above.*



## **B. Major Written Assignment**

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

### **1. Leadership Analysis**

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

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

This will be done in three phases:

Phase A: Post a draft of the paper on Canvas.

*(For Due Date(s) see assessment table above.)*

Phase B: Provide comments & constructive feedback to two other papers online.

*(For Due Date(s) see assessment table above.)*

Phase C: Revise & turn in a polished version of the paper.

*(For Due Date(s) see assessment table above.)*

Please refer to the Rubric for the expectations on the Leadership Analysis assessment.

### **2. Change Leadership Plan**

Prepare a paper (1500 words max) highlighting a leadership plan related to your previous discussions in your QI project or reform idea completed in MEDC 212 in term 1. In the paper, create a change leadership plan explaining what could be done to move the QI and reform ideas forward.

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

This will be done in three phases:

Phase A: Post a draft of the paper on Canvas .

*(For Due Date(s) see assessment table above.)*

Phase B: Provide comments & constructive feedback to two other papers online.

*(For Due Date(s) see assessment table above.)*

Phase C: Revise & turn in a polished version of the paper.

*(For Due Date(s) see assessment table above.)*

Please refer to the Rubric for the expectations on the Change Leadership Plan assessment.

### **C. Final Examination**

The 3 hour final examination will test the students' understanding of material from the entire course using essay type questions. Please refer to assessment table above for the scheduled date for the Final Examination.

### **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.

### **COURSE EVALUATIONS QUALITY IMPROVEMENT**

The following changes reflect course quality review recommendations and student feedback:

1. The course has undergone a peer quality review through the Curriculum Quality Review Sub-Committee as part of the UGME continued quality improvement process, and course objectives have been updated as a result of this review.
2. Continue to work on incorporating additional cases and group discussions to provide more application and practical approaches to topics including cases related to the COVID-19 pandemic.
3. The qualitative research component of the research vertical theme integrated a critical appraisal component. The Qualitative Methods in Research module has been consolidated to term 2.
4. Curriculum time is allocated to complete the minimum number of CWCLE community hours. Please note that community hours may need to be scheduled in different dates depending on the community agency selected by the student.

### **IMPORTANT GUIDELINES FOR THIS TRANSITION TERM**

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](https://covid19.usask.ca/about/safety.php#Expectations) 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).

## COURSE MODULES

### Community & Workplace Centered Learning Experience (CWCLE)

#### MODULE CONTACTS

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

Administrative Assistant (Saskatoon): TBD

Pre-Clerkship Coordinator (Regina): Cass Cozman – [cassandra.cozman@saskhealthauthority.ca](mailto:cassandra.cozman@saskhealthauthority.ca) - (306) 766-0552

#### MODULE DESCRIPTION

The CWCLE module is one of the Medicine and Society experiential learning modules. This module aims to integrate and extend attitudes, skills, and knowledge about the social determinants of health (SDOH) and learn how to better practice medicine by accessing community resources.

Students will participate in a 10-hour experiential learning module (including the Module orientation, Community Plunge, and 6 hours with a placement in a community agency or workplace) spanning both fall (Term 1) and winter (Term 2).

#### MODULE OBJECTIVES

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

1. Explain how the community agency or workplace selected addresses the SDOH of its clients, employees and/or volunteers.
2. Identify how socio-political context affects the work of community agencies in addressing SDOH.
3. Explain the roles physicians can play in working with community agencies and workplaces to enhance health and well-being.
4. Promote relationships with community agencies or workplaces selected to collaborate with and advocate for initiatives addressing SDOH.

#### MODULE REQUIREMENTS

The requirements A to D were completed in Term 1 (see MEDC212 syllabus).

Term 2 – students are expected to:

- E. Complete their community hours with the selected agency, 6 in total including the hours completed in Term 1.
- F. Have an on-site informal conversation with a client or clients of your agency by making arrangements with your agency facilitator for accomplishing this component of the module or, if an informal meeting with a client cannot be arranged due to confidentiality issues, plan another activity with your agency facilitator (in this case, you should notify the Module Director in advance).
- G. Illustrate what you have learned from your placement and module.

## MODULE ASSESSMENT

Successful completion of the module depends on attendance, completion of all the module requirements for Term II, and obtain at least 70% on Assessment #5. Regarding the items E and G, students must submit the following assignments:

<i>Assessment 4:</i>	Submit completed and signed CWCLE attendance form.
Due Date and Time:	For due date, see assessment table above.
Description:	<p>Students must submit through Canvas the completed and signed CWCLE Attendance form before the deadline. The attendance form is attached to the introductory package and posted to one45 and Canvas. Please note that students may complete further hours during this term and holidays break depending on the agency availability and students class schedule.</p> <p>You should submit this term any hours that you have completed between December 2021 and March 2022.</p> <p>Please note that curriculum time is allocated for the community hours. The community hours could be scheduled on different timeframes depending on the agency that each student selects. Students must communicate with their community agency facilitators.</p> <p>Note: If you completed the required 6 hours in term 1 and already submitted the corresponding attendance sheets, you are exempted from this assignment in Term 2.</p>
Value:	This is a module requirement (completion)
<i>Assessment 5:</i>	Module Assignment – illustrate learnings from your placement and module.
Due Date and Time:	For due date, see assessment table above.
Description:	<p>You must take into consideration your placement learning objective (Assignment #1) and the proposed assignment to reflect your learning (Assignment #2) in term 1, as well as the feedback received from the instructor and agency facilitator.</p> <p><u>At the end of the term, a copy of your module assignment will be shared with your placement facilitator and could be used by the respective community-based agency or program.</u> Refer to Canvas for further details and submission.</p>
Value:	5% of the final course grade

### MODULE ASSESSMENT

Module Director: Dr. Deirdre Andres – [d.andres@sasktel.net](mailto:d.andres@sasktel.net)

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

Pre-Clerkship Coordinator (Regina): Cassie Eskra – [cassandra.eskra@saskhealthauthority.ca](mailto:cassandra.eskra@saskhealthauthority.ca) – (306) 766-3773

### 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.

NOTE: student will stay in the same stream as term 1 of year 2.

- **Figure Drawing**
  - Students will draw from life the nude human figure. NO PREVIOUS EXPERIENCE is necessary.
- **Photography**
  - Using the equipment students have available (from their phones on up) students will learn the basics of photography including point of view and composition.
- **History of Medicine**
  - Topics of relevance to medicine and society will be explored. Some pre-reading will be required.
- **Philosophy**
  - Students will discuss various topics relating to the philosophy of medicine.
- **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.
- **Drama**
  - Students will explore the use of dramatic techniques to enhance listening and communication, and possibly to explore narratives of illness and health.
- **Singing**
  - Students will explore the use of dramatic techniques to enhance listening and communication.

## MODULE OBJECTIVES

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

1. Express empathy for patients and families using representational or metaphorical works.
2. Demonstrate creative problem-solving skills which will incorporate tolerance of uncertainty and differing perspectives.
3. Develop a strategy for using arts in patient and physician care for the clerkship years.

## ASSESSMENT

Due Date and Time: The assignment will be due at 11:59 pm one week following the final session.

Description: The assessment for this module will be determined as follows:

1. Students in each Arts & Humanities stream will work with their supervisor in the first scheduled session to develop a proposed final module assignment. This proposal will be submitted directly by a delegate of the student group (one per group) to the Module Director ([d.andres@usask.ca](mailto:d.andres@usask.ca)) by 11:59 pm on the date of the first session.
2. The Module Director will review the submitted proposals and finalize the assessment for each stream in collaboration with the UGME Assessment Team. The final assignments will be provided to students within 2 weeks of the submitted proposals.

Value: The assignment is a part of Course Component #1 and is worth 10% of the final grade for the course. Completion of the assignment is required for the successful completion of this module.

## Research Module: Qualitative Methods in Research and Evidence-Based Medicine

### MODULE CONTACTS

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

Administrative Assistant (Saskatoon): Kim Basque- [kimberly.basque@usask.ca](mailto:kimberly.basque@usask.ca) – (306) 966-6151

Pre-Clerkship Coordinator (Regina): Cass Cozman – [cassandra.cozman@saskhealthauthority.ca](mailto:cassandra.cozman@saskhealthauthority.ca) – (306) 766-0552

### 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

After learning about the fundamental scientific methods and basic quantitative research study designs and analysis strategies in year 1, during the second year, term 2, the focus is on learning about and participating in a qualitative research exercise.

During 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 OBJECTIVES

1. Define qualitative research.
2. Describe/summarize common or frequently used qualitative methods.
3. Describe/summarize common or frequently used analyses in qualitative methods.
  - similarities and differences
  - inductive and deductive
  - thematic and/or content analysis
4. Apply qualitative research analytic skills.

### MODULE RESOURCES

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

### ASSESSMENT

The following assessments are required for successful completion of the Qualitative Research Methods in Research Module:

#### Assessment 1:

Data collection: Structured interview

*Due Date and Time:* For due date see assessment table above.

Description: In groups, students will conduct an interview with a designated community-based agency or organization. Refer to Canvas for further details and submission.

Value: Completion

#### Assessment 2:

Group Assignment: Consent form and interview report

*Due Date and Time:* For due date see assessment table above.

Description: After conducting the interview with an agency representative, each group must submit the obtained consent form, as well as the interview notes (4 pages single spaced maximum- one per group). Refer to Canvas for further details and submission.

Value: Completion

#### Assessment 3:

Individual assignment: Critical appraisal

*Due Date and Time:* For due date see assessment table above.

Description: complete a critical appraisal of an assigned article that applied qualitative methods.



Value: Refer to Canvas for further details and submission.  
Pass

**Assessment 4:**

Data analysis: In class session

*Due Date and Time:* For due date see assessment table above.

Description: Attend and actively participate in the in-class small group Data Analysis Session.

Value: Attend

**Assessment 5:**

Group Assignment: Research summary report

*Due Date and Time:* For due date see assessment table above.

Description: Submit a two-page research summary report. One assignment must be submitted per group. A minimum mark of 70% is required for successful completion of this module component. Refer to Canvas for further details and submission.

Value: Pass

**Assessment 6:**

Individual Assignment: Module reflection

*Due Date and Time:* For due date see assessment table above.

Description: Submit a one-page individual reflection of the learning experience in the module. Refer to Canvas for further details and submission.

Value: Pass

## **IMPORTANT AND RELEVANT STUDENT 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 Due Date 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.

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<sup>1</sup> Canvas routinely updates their systems on certain Wednesday evenings. In the event that Canvas 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 Due Date.** 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>

### 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>)

**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)

### **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.

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 (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIIAPPEALS>)

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 [www.students.usask.ca/aes](http://www.students.usask.ca/aes), 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 AES.

## 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](mailto:edith.conacher@usask.ca) or (306) 966-4751

COM and the School of Rehabilitation Science Coordinator, Bev Digout at [bev.digout@usask.ca](mailto:bev.digout@usask.ca) or 306-966-8224

COM Student Affairs Coordinator (Regina Campus), Sue Schmidt 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>.

### 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>

Remote learning tutorial [https://libguides.usask.ca/remote\\_learning](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' 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.

## **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](https://students.usask.ca) or [updates.usask.ca](https://updates.usask.ca) for more information.

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