

COURSE OUTLINE FALL 2017

Course Name: Inquiry Demystifying Medicine

Course Number: HTH SCI 4DM3

Instructor(s):

Core 01: K. Ask; askkj@mcmaster.ca

Core 02: R. Labiris; labir@mcmaster.ca

Core 03: D. Bridgewater; bridgew@mcmaster.ca

Assistants:

C01: Tamana Yousof

C02: Soumeya Abed

C03: Hemisha Patel

Course Dates: Fall Semester 2017

Course Time: Monday: 14:30-17:20

Required Text: N/A

Website: <http://demystifyingmedicine.ca>

Location:

C01 – MDCL 1116;

C02 – MDCL 1115;

C03 – ETB 119;

Location of Demystifying Medicine Seminars: MDCL 3020

Course Description:

This course outline is student-initiated and a result of extensive discussion with past 4DM3 students and facilitators. At the end of the course, you will have gained a broad overview of topical diseases from the perspectives of clinicians, patients and scientists. In addition, you will acquire in-depth knowledge about your specific topics and gain experience in knowledge translation and dissemination. You will also help to evaluate and give constructive feedback to your peers during the process of creating educational content useful for the public. By the end of this course you will be able to:

- 1) Synthesize and understand complex clinical and scientific research content.
- 2) Appreciate the connections between diseases and associated research.
- 3) Appreciate clinical and scientific processes employed to understand mechanisms of disease.
- 4) Construct and storyboard presentations.
- 5) Write effective press-releases.
- 6) Disseminate useful information to the public.
- 7) Evaluate the effectiveness of different presentation styles.
- 8) Appreciate the usefulness and ability to work in cross-disciplinary teams.
- 9) Give constructive feedback.

Course Objectives/Expectations:

You will work in small cross-disciplinary groups of 4 or 5 individuals. All groups will research broad areas of medical sciences and select a specific topic within this area that requires knowledge translation (KT). Your group will be responsible for the generation of at least 4-5 different short videos that will help the public to better understand important aspects of your selected topics. You and your group will

be responsible for the generation of the educational content presented. Each group will carefully plan your assigned topics and ideas and present a Letter-Of-Intent (LOI) to your core to obtain feedback before you start making the presentations. The weekly classes will allow for presentations of your videos or press release, followed by a general open discussion to provide feedback aimed to increase the quality of the videos. A short YouTube style press release (template provided on Avenue) that will fit the educational content that you have created must be submitted to the TA by noon on Monday. In addition to the presentations generated above, each student will attend (**mandatory**) all Demystifying Medicine Seminars organized in the semester during class time.

In the end of the course, you and your group will present a selection of your material at a large group event involving the 3 course cores. You and your group will meet with your facilitator during the semester to discuss progress and potential issues. An exit interview will be conducted, aimed to evaluate the efficacy of the course and suggest improvements for the following 4DM3 course.

Method of Evaluation:

- 30% presentations (evaluated by peers and facilitators)
- 25% contribution to group (evaluated by self, peers, and facilitators)
- 10% letter of intent for group KT projects and presentation
- 10% in-depth evaluation and constructive feedback (evaluated by peers and facilitators)
- 15% personal expectations and reflection (evaluated by facilitators)
- 10% class participation

Typical Class Outline:

Each group (or selected groups) will have approximately 5 minutes each to present their proposed educational material, related to their topic. The remainder of class will be spent on evaluating and discussing the specific presentations. Every other week the class will be adjourned at 3:45 pm to attend the McMaster Demystifying Medicine Seminar Series. Each group is expected to arrange meetings outside class to discuss and generate presentations.

Guidelines for format of documents and deadlines:

Each document should use a Times New Roman font size 12 (or equivalent), single-spaced, with 2 cm margins. **All deadlines on the specific days will be 12 noon EST** (unless stated otherwise), to Avenue. A failure to meet established deadlines may be penalized with a 1% reduction in overall mark, per missed deadline.

Requirements:

Each student will be required to generate the following:

- Provide a one page written “Personal Expectations” of the course (**Due Sep 18th, 2017, Avenue**).
- Provide a two to three page written “Letter of Intent” for 4-5 Knowledge Translation projects describing which topics you aim to do, rationale, proposed media and group member to facilitate the project. (**Due Sep 25, 2017, Avenue**)
- Complete a mid-term self and peer evaluation form (**Due Oct 16th, 2017, Avenue**).
- Participate in an oral self and peer group interview (**Oct 23rd, 2017**).

- Complete the summative and formative evaluations of the course (organized by the BHSc office)
- Track assistance to Demystifying Medicine Seminars using the ETA (everyone will receive a personal ETA account). Tracking record to be provided at the end of the course (**Avenue, by exit interview Dec 4th 2017**).
- Complete evaluation of peer video's or press releases (**due every Wednesday at 12:00 noon, Avenue**)
- Complete the end-term self and peer evaluation form (**due Nov 27th, 2017, Avenue**).
- Provide a one page written "Final Reflection of the course" (**due Nov 27th, 2017 12:00 noon, Avenue**).
- Participate in an exit meeting to be scheduled in the end of the course (**Dec 4th, 2017**).

Each group will be required to generate the following:

- One short presentation for each class. At least 4 presentations will be submitted for publication on the Demystifying Medicine YouTube channel. **Note:** groups will be responsible for the choice of the specific format of their presentations (written, skit, interview, animations, powerpoint or other styles).

Topics for videos

- Evaluate topics already covered and embedded on our Demystifying Medicine website, identify gap of knowledge and generate an additional video. Groups may wish to contact patient associations and inquire for additional topics/feedback of existing material which can be used to guide new developments.
- Identify recent news article covering scientific or medical new information. Identify source material and generate video based on source material. Groups should identify and critique how "correct" the news article portrayed the actual information featured in the Scientific Journal, during the in-class discussions
- Debunk a medical myth of their own choice
- Free topic. Please note that based on previous terms, the program needs several videos aimed to help new groups make videos, for example: How do you make sure your audio is of good quality? How to give constructive feedback? How to ensure the best evidence is cited? Etc. Please discuss with your facilitators and TA's

Specific Questions about 4DM3 and course outline:

Each student and groups are asked to contact their facilitator if any aspects of the course outline are not clear.

Core assignments:

Students may be asked to switch cores.

Letter of Intent:

To be able to produce good quality videos, each group is expected to generate a quality-control system. After having chosen a topic, each team crafts a letter of intent that is submitted to the facilitators. The letter of intent should indicate the following:

- Working title of assigned topic
- An outline of the focus of the presentation - the specific components of the topic that will be explored- 250-300 words
- The name of the group member that will facilitate the making of the presentation
- Suggested date of presentation of project
- Format of presentation (Type of deliverable i.e. video, pamphlet, infographic, etc.)

Presentation of Projects and Quality Control:

On the selected date of project presentation, each group is expected to have researched their topic using **original scientific sources** (eg. research publications). They will have carefully evaluated and selected the sources that they will use as **evidence** for their presentation. *Note: it is not sufficient to use organizational websites, YouTube videos, Wikipedia, pinterest, or any other secondary sources of information to form the bases of your information.*

Following the 5-minute presentation, there will be a 10-minute open discussion aimed to make the presentation better. Groups will provide in-depth feedback for draft videos and press releases each week. They will be posted in Avenue each Wednesday by noon, so that each group can use the feedback for the following Monday.

Tentative Sessional Outline (DM Seminar: Demystifying Medicine Seminar)

September 11, 2017	- Introduction to course
September 18, 2017	- Present and critique on 4DM3 YouTube videos; - Personal expectations due
September 25, 2017	- Present Letter Of Intent - Attend DM seminar 1
October 2, 2017	- Groups 1-3 present first video - Groups 4-6 present press release
October 9, 2017	No class – Fall Break
October 16, 2017	- Groups 4-6 present first video - Groups 1-3 present press release - Attend DM Seminar 2 - Mid-term self and peer evaluation form
October 23, 2017	- Groups 1-3 present second video - Groups 4-6 present press release - Oral self and peer group interview
October 30, 2017	- Groups 4-6 present second video - Groups 1-3 present press release - Attend DM Seminar 3
November 6, 2017	- Groups 1-3 present third video - Groups 4-6 present press release
November 13, 2017	- Groups 4-6 present third video - Groups 1-3 present press release

	- Attend DM Seminar 4
November 20, 2017	- Groups 1-3 present fourth video - Groups 4-6 present fourth video
November 27, 2017	- Combined Course Cores – OPEN HOUSE . - Final Reflection of the course
December 4, 2017	- Debriefing and Exit Interviews

ACADEMIC DISHONESTY

Academic Dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads “Grade of F assigned for academic dishonesty”) and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which previous credit has been obtained. (Insert specific course information, e.g. style guide)
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in test and examinations.

(If applicable) In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically so that it can be checked for academic dishonesty.