

COURSE OUTLINE Fall 2018

Course Name: Inquiry Demystifying Medicine
Course Number: HTH SCI 4DM3

Course coordinator: K. Ask; askkj@mcmaster.ca
Avenue coordinator: Tamana Yousof; yousoftr@mcmaster.ca

Instructor(s):
Core 01: K. Ask; askkj@mcmaster.ca
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Assistants:
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Course Dates: Fall Semester 2018
Course Time: Monday: 14:30-17:20
Required Text: N/A
Website: <http://demystifyingmedicine.ca>
Location:
C01 – ETB 224;
C02 – MDCL 1008;
C03 – MDCL 1016

Location of Demystifying Medicine Seminars: HSC 1A6

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) Effectively extract information from scientific sources (scientific papers/seminars).
- 5) Write effective short reports, including press releases and reflections
- 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.
- 10) Improve your problem-solving skills.

Course Objectives/Expectations:

You will work in small cross-disciplinary groups of 4 individuals. All groups will research broad areas of medical sciences on selected specific topics that requires knowledge translation (KT). Your group will be responsible for the generation of at least 4 different short videos that will help the public or the specified target audience 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:

- 10 % letter of intent for group projects and presentation
- 10 % personal expectation and final reflection (evaluated by facilitators)
- 40 % educational videos submitted (10% each)
- 10 % self and peer assessment (mid-term and final self and peer assessment)
- 15 % attendance to Demystifying Medicine Seminars and submitted reflections (3% each)
- 15 % class participation

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 shared google document. 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.)

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. In weeks when seminars are held, 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 or shared Google Document for the class. A failure to meet established deadlines may be penalized with a 1% reduction in overall mark, per missed deadline.

Core assignments:

Students may be asked to switch cores.

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.

Within a core, groups will be matched (group 1 with group 4; group 2 with group 5; group 3 with group 6) to provide written in-depth feedback for draft videos and press releases each week. These feedbacks will be emailed directly to the group and posted in shared google document at the latest each Tuesday by noon, so that each group can use the feedback for the following Monday. The group that is responsible for the written feedback shall also summarize the in-class feedback generated through the discussion period and post this on shared google document.

Requirements:

Each student will be required to generate the following:

- Provide a one page written “Personal Expectations” of the course (**Due Sept 17th, 2018, Avenue**).
- Each group is to provide a two to three page written “Letter of Intent” for 4 Knowledge Translation projects describing which topics you aim to do, rationale, proposed media and group member to facilitate the project. (**Due Sept 24th, 2018, Avenue**)
- Each student will prepare for, and attend all Demystifying Medicine Seminars held in the Winter semester. Each student is required to record ETA attendance and submit a one page document that outlines how the student prepared for the session, an assessment of the seminar, the main messages of the seminar and a conclusion, including a comment if the preparation was adequate.
- Complete a mid-term self and peer evaluation form (**Due October 22, 2018, Avenue**).
- Complete the summative and formative evaluations of the course (organized by the BHSc office)
- Each group completes written evaluation of peer video’s or press releases (**due every Tuesday at 12:00 noon, by direct posting on shared google document**)
- **Each student will complete the end-term self and peer evaluation form (due Nov 26th, 2018, Avenue).**
- Each Student will provide a one page written “Final Reflection of the course” (**due Nov 26th, 2018, Avenue**).

- Each Group participates in an exit meeting to be scheduled in the end of the course (**Dec 3rd, 2018**).

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 knowledge gaps 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
- 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.
- ALS disease (also known as, Lou Gehrig’s disease, or motor neuron disease) is a rare, terminal disease that gradually paralyzes patients living with it. This year, the Demystifying Medicine program is partnering with ALS Society of Canada with an aim to raise awareness on this disease. The society has provided a list of topics/questions both from the patients, caregiver, clinical, physician and scientist perspective and is looking from you to demystify these complex topics. This semester – each group will receive one topic related to ALS, for their 4th video.

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.

Sessional Outline (DM Seminar: Demystifying Medicine Seminar)

September 10, 2018	- Introduction to course
September 17, 2018	- Present and critique selected 4DM3 YouTube videos, published in last semester. - Personal expectations due (Avenue) - Workshop/student session (HSC 1A6; 4pm-5:20pm)
September 24, 2018	- Present Letter of Intent for all four videos (Avenue). - Groups 1-6 present their LOI (with stronger focus on video 1) Attend DM seminar 1
October 1, 2018	- Groups 1-6 present 1 st video - Attend DM Seminar 2
October 8, 2018	No class – Reading Week
October 15, 2018	- Groups 1-6 present draft idea of 2 nd video - Groups 1-6 submits final Video 1 for posting on Youtube - Attend DM Seminar 3
October 22, 2018	- Groups 1-6 present 2 nd video - Mid-term self and peer evaluation form
October 29, 2018	- Groups 1-6 present draft idea 3 rd video - Groups 1-6 submits final Video 2 for posting on Youtube - Attend DM Seminar 4
November 5, 2018	- Groups 1-6 present 3 rd video
November 12, 2018	- Groups 1-6 present draft idea 4 th video - Groups 1-6 submit final Video 3 for posting on Youtube - Attend DM Seminar 5
November 19, 2018	- Groups 1-6 present 4 th video
November 26, 2018	- Combined Course Cores – OPEN HOUSE - Groups 1-6 submit final Video 4 for posting on Youtube - Final Reflection of the course (Avenue) - End-term self and peer evaluation form
December 3, 2018	- 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.