

COURSE OUTLINE Winter 2019

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

C01: Justin Lu; lud8@mcmaster.ca; Zarwa Saqib saqibz@mcmaster.ca
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Course Dates: Winter Semester 2019
Course Time: Monday: 14:30-17:20
Required Text: N/A
Website: <http://demystifyingmedicine.ca>
Location:

C01 – MDCL 3016;
C02 – MDCL 3012;
C03 – MDCL 3019;

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.

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. 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.

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 work in progress and final videos, followed by a general open discussion to provide feedback aimed to increase the quality of the videos. A short YouTube style description (*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.

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.

Learning Objectives:

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 Requirements:

Each student will be required to generate the following:

- Provide a one page written “Personal Expectations” of the course (**Due January 14th, 2019, on 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 translates the main messages from the seminar and an assessment of the seminar.
- Complete a mid-term self and peer evaluation form (**Due February 11th, 2019, on Avenue**).
- Complete the end-term self and peer evaluation form (**due April 1st, 2019, on Avenue**).
- Provide a one page written “Final Reflection of the course” (**due April 8th, 2019, on Avenue**).
- Complete the summative and formative evaluations of the course (organized by the BHSc office)

Each group will be required to generate the following:

- Provide a “Letter of Intent” for 4 Knowledge Translation videos, around 350 words for each topic describing which topics you aim to present, rationale, proposed media and group member to facilitate the project. Refer to Letter of Intent section below for more details (**Due January 21st, 2019, Avenue**).
- Each week, present their proposed educational material related to their topic (Work in Progress) or final educational video depending on course schedule (below)

- Complete written evaluations of peer group’s work in progress or final video (**due every Tuesday at 12:00 noon, by direct posting on shared google documents for each core**)
- At the end of the course, at least 4 knowledge translation “educational videos 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 (skit, interview, animations, PowerPoint or other styles).
- Each group participates in an exit meeting to be scheduled in the end of the course (**April 8th, 2019**).

Letter of Intent:

Each group will develop 4 educational videos. After having chosen 4 topics, each team crafts a letter of intent that is submitted to shared google documents available for each core. The letter of intent should indicate the following for each educational video:

- Working title of assigned topic
- An outline of the focus of the presentation - the specific components of the topic that will be explored - around 350 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.) and targeted audience

Typical Class Schedule:

Each group will have maximum of 4 minutes each to present their work in progress or final educational video (depending on course schedule below), followed by a 10-minute open discussion session. The class will be adjourned at 4:00 pm to attend the McMaster Demystifying Medicine Seminar Series. Each group is expected to arrange meetings outside class to discuss and generate presentations.

Presentation of Work in Progress and Educational Videos 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 4-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 work in progress each week. This feedback will be posted directly in shared google document at the latest each Tuesday by noon, so that each group can use the feedback for the following Monday. Note: 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.

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.

Method of Evaluation:

- 10 % letter of intent for group projects and in-class presentation
- 10 % personal expectation and final reflection (5% each)
- 40 % educational videos submitted (10% each)
- 10 % self and peer assessment (mid-term and final self and peer assessment) (5% each)
- 20 % attendance to Demystifying Medicine Seminars and submitted reflections (2% each)
- 10 % class participation

Core assignments:

To ensure balance between cores, students may be asked to switch cores.

Topics for videos

1. **Video #1:** Evaluate topics already covered and embedded on our Demystifying Medicine website, identify knowledge gaps and generate videos on topics **not covered** on channel. Groups may wish to contact patient associations and inquire for additional topics/feedback of existing material which can be used to guide new developments.
- **Video #2:** Identify recent news article covering **novel scientific or medical 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
- **Video #3:** 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
- **Video #4:** Mental Health/Cannabis/Drug Addiction/Behaviour Change. Brainstorming session will be conducted in first class to come up with topics of interest – collected by facilitators and teaching assistants. Each group will receive a specific topic linked to the above by class January 14th.

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.

Posting of videos: Each group will send an email to: demystifyingmedicine@gmail.com, monitored by Dr. Ask and teaching assistants. The email will have the following information:

- **YouTube Title:**
- **Short description of video:**
 - Include following statements:
 - This video was made by McMaster Demystifying Medicine students (insert names of all students)
 - Copyright McMaster University 2019
- **References:**
- **Keywords: (separated by commas)**
- **Suitable Thumbnail that will be uploaded on Demystifying Medicine YouTube Channel**

When the video is posted on Demystifying Medicine YouTube channel, you will receive a confirmation email, and can then share with friends and colleagues.

Note: no Demystifying Medicine videos should be uploaded on personal YouTube accounts.

Sessional Outline (DM Seminar: Demystifying Medicine Seminar)

January 7, 2019	<ul style="list-style-type: none"> - Introduction to course - Workshop/student session (HSC 1A6; 4:15pm-5:15pm)
January 14, 2019	<ul style="list-style-type: none"> - Present and critique selected 4DM3 YouTube videos, published in last semester. - Personal expectations due (Avenue) - Attend DM Faculty Seminar 1 (HSC 1A6; 4:15-5:15pm)
January 21, 2019	<ul style="list-style-type: none"> - Present Letter of Intent for all four videos (Avenue). - Groups 1-6 present their LOI (with stronger focus on video 1) - Attend DM Graduate Seminar 1 (HSC 1A6; 4:15-5:15pm)
January 28, 2019	<ul style="list-style-type: none"> - Groups 1-6 present Work in Progress 1st video - Attend DM Faculty Seminar 2 (HSC 1A6; 4:15-5:15pm)
February 4, 2019	<ul style="list-style-type: none"> - Groups 1-6 present draft1st video - Attend DM Graduate Seminar 2 (HSC 1A6; 4:15-5:15pm)
February 11, 2019	<ul style="list-style-type: none"> - Groups 1-6 present Work in Progress 2nd video - Groups 1-6 submits final Video 1 for posting on YouTube - Mid-term self and peer evaluation form - Attend DM Faculty Seminar 3 (HSC 1A6; 4:15-5:15pm)
February 18, 2019	No class – Reading Week
February 25, 2019	<ul style="list-style-type: none"> - Groups 1-6 present 2nd video - Attend DM Faculty Seminar 4 (HSC 1A6; 4:15-5:15pm)
March 4, 2019	<ul style="list-style-type: none"> - Groups 1-6 present Work in Progress 3rd video - Groups 1-6 submits final Video 2 for posting on YouTube - Attend DM Graduate Seminar 3 (HSC 1A6; 4:15-5:15pm)
March 11, 2019	<ul style="list-style-type: none"> - Groups 1-6 present 3rd video - Attend DM Faculty Seminar 5 (HSC 1A6; 4:15-5:15pm)
March 18, 2019	<ul style="list-style-type: none"> - Groups 1-6 present Work in Progress 4th video - Groups 1-6 submits final Video 3 for posting on YouTube - Attend DM Graduate Seminar 4 (HSC 1A6; 4:15-5:15pm)
March 25, 2019	<ul style="list-style-type: none"> - Groups 1-6 present 4th video - Attend DM Faculty Seminar 6 (HSC 1A6; 4:15-5:15pm) - Groups 1-6 submits final Video 4 for posting on YouTube before Open House
April 1, 2019	<ul style="list-style-type: none"> - Combined Course Cores – OPEN HOUSE, (HSC 1A6; 2:30-5:20pm) - Final Self and Peer Evaluation Form (Avenue)
April 8, 2019	<ul style="list-style-type: none"> - Debriefing and Exit Interviews - Final Reflection of the course (Avenue)

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.