COURSE OUTLINE WINTER 2018

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

Course coordinator: K. Ask; askkij@mcmaster.ca
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Instructor(s):
   Core 01: R. Sehmi; sehmir@mcmaster.ca
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Assistants:
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Course Dates: Winter Semester 2018
Course Time: Monday: 14:30-17:20
Required Text: N/A
Website: http://demystifyingmedicine.ca
Location:
   C01 – MDCL 1016;
   C02 – KHT B103;
   C03 – MDCL 1116;

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) Effectively extract information from scientific sources (scientific papers/seminars).
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 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 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:**

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 Avenue 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.

**Requirements:**

Each student will be required to generate the following:

- Provides a one page written “Personal Expectations” of the course (**Due Jan 15th, 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 Jan 22, 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 Feb 11th, 2018, Avenue**).
- Participate in an oral self and peer group interview (**Feb 12th, 2018, in class**).
- 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 email and posted in Avenue**)
- **Each student will** complete the end-term self and peer evaluation form (**due Apr 2nd, 2018, Avenue**).
- Each Student will provide a one page written “Final Reflection of the course” (**due Apr 2nd, 2018, Avenue**).
• Each Group participates in an exit meeting to be scheduled in the end of the course (Apr 9th, 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
• 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>January 8, 2018</td>
<td>Introduction to course</td>
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| January 15, 2018 | Present and critique selected 4DM3 YouTube videos, published in last semester.  
                 | Personal expectations due                                               |
| January 22, 2018 | Present Letter of Intent for all four videos                            |
|                | Groups 1-3 present text for 1st video                                    |
| January 29, 2018 | Groups 1-3 present 1st video                                             |
|                | Groups 4-6 present text of 1st video                                     |
|                | **Attend DM seminar 1**                                                 |
| February 5, 2018 | Groups 4-6 present 1st video                                             |
|                | Groups 1-3 present text 2nd video                                       |
| February 12, 2018 | Groups 1-3 present 2nd video/post 1st video                             |
|                | Groups 4-6 present text 2nd video                                       |
|                | Mid-term self and peer evaluation form                                  |
|                | **Attend DM Seminar 2**                                                 |
| February 19, 2018 | **No class – Reading Week**                                            |
| February 26, 2018 | Groups 4-6 present 2nd video/post 1st video                             |
|                | Groups 1-3 present text 3rd video                                       |
|                | **Attend DM Seminar 3**                                                 |
| March 5, 2018 | Groups 1-3 present 3rd video/post 2nd video                             |
|                | Groups 4-6 present text 3rd video                                       |
| March 12, 2018 | Groups 4-6 present third video/post video 2                             |
|                | Groups 1-3 present text 4th video                                       |
|                | **Attend DM Seminar 4**                                                 |
| March 19, 2018 | Groups 1-3 present 4th video/post 3rd video                             |
|                | Groups 4-6 present text 4th video                                       |
| March 26, 2018 | Groups 4-6 present 4th video/post 3rd video                             |
|                | Additional videos can be presented here??                               |
|                | **Attend DM seminar 5**                                                 |
| April 2, 2018 | Combined Course Cores – **OPEN HOUSE**.                                 |
|                | All groups present one video/all videos are posted                      |
|                | Final Reflection of the course                                           |
| April 9, 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.