



UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE

UNDERGRADUATE MEDICAL EDUCATION (UME)
Medical Doctor Program (MD)

COURSE OUTLINE

Course Number:	MDCN 340
Course Name:	POPULATION HEALTH
Dates:	July 7 – 26, 2021
Schedules and classroom locations:	Year 1 & 2 timetable is here https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/timetable Detailed scheduled is located online in OSLER

	Name	Email
Course Chair:	Dr. Murray Lee	murphlee@telus.net
Course Chair:		
Evaluation Rep:		
UME Program Coordinator:	Nicolle Begert	hpop@ucalgary.ca

Student Course Rep:	TBA	
Student Exam Rep:	TBA	md.examrep2024@ucalgary.ca

Course Description
Please refer to the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/medicine.html#8554

Prerequisites
Not applicable in the MD program.

Supplementary Fees/Costs
<ul style="list-style-type: none">• Lab Coat• Stethoscope• iClickers

Learning Objectives
See Appendix A or refer to core documents on OSLER - https://osler.ucalgary.ca/

Course Text(s)/Recommended Reading/Learning Resources

Specific podcasts are posted prior to the mandatory people presentation sessions to facilitate the learning experience.
Student notes will be provided for small groups and the preceptor notes will be released after the small group session.

Evaluation and Course Requirements

There are two components of the course in which student performance is assessed. In the classroom, participation and comprehension are separately evaluated. Small Group Participation is marked as satisfactory or unsatisfactory. An unsatisfactory mark will require successful remediation of that component prior to the end of the course (see below for remediation options); this must be successfully passed in order to receive a satisfactory grade in Population Health.

Component Remediation: An unsatisfactory on any of the following components will require successful remediation in order to pass the overall course. Remediation will take the following form:

Small Group Participation: Students with an unexcused absence in a small group will be required to complete written exercises based on the missed session. The course chair or evaluation coordinator will mark the exercises. The exercises will be made available to the students by August 13 and will need to be turned in to the course coordinator in the first week of October.

The marks on the Examination and the Health Systems Essay will be combined (weighted 70/30) in order to calculate a single summative mark for the course. This summative mark will be assessed as satisfactory or unsatisfactory in comparison to a minimum pass level. An unsatisfactory on the summative mark will result in an unsatisfactory for the course overall.

Calculators for MCQ exam – simple calculators are allowed.

Assessment Dates

The assessment dates provided in the Evaluation and Course Requirements may be subject to change due to circumstances beyond the MD Program's control. In the event that an assessment date must be changed notification of the change will be emailed to the student by the evaluation team and posted on OSLER. Students will be given as much notice of the assessment date change as possible.

Grading

The University of Calgary Medical Doctor Program is a Pass/Fail program. The grading system that will appear on a student's legal transcript is as follows:

Grade	Description
CR	Completed Requirements
RM	Remedial Work Required
F	Fail
I	Incomplete
W	Withdrawal

MT	Multi-Term (Used for Part A Courses that fall under 2 different terms in the calendar year.)
For Pre-Clerkship - A student's final grade for the course is the sum of the separate components. It is not necessary to pass each mandatory component separately in order to pass the course.	

Assignments/Projects
The following criteria shall generally apply to all written assignments. Faculty responsible for grading specific assignments may add additional criteria. Students are expected to submit all major assignments on or before the due dates. Unless prior arrangements have been made, major assignments worth marks submitted after the specified due date will be considered late. Late major assignments will receive a 0 % grade. Other assignments will not be accepted after the due date.

Timeliness
In general, dates listed in Core Documents are intended to act as guidelines for assisting students to complete their learning activities and assignments in a timely fashion. Students encountering difficulties completing assignments due to health or other serious factors must contact the Course Chair to arrange a deferral of term work. A Physician/Counsellor Statement to confirm an absence for health reasons may be required.

Professional Conduct
<p>As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar. The specific expectations cited in the Calendar include</p> <ul style="list-style-type: none"> • Respect for the dignity of all persons • Fair and equitable treatment of individuals in our diverse community • Personal integrity and trustworthiness • Respect for academic freedom, and • Respect for personal and University (or Host Institution) property. <p>Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. All students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. All members of the University community are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them.</p> <p>Where a breach of an above-mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.</p> <p>University of Calgary Medical School – Student Code of Conduct https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/student-code-conduct</p>

Electronic Submission of Course Work

Most assignments will be submitted via email to the Program Coordinator, UME unless otherwise stated. Assignments may be submitted in MS Word or Rich Text formats. It is the student's responsibility to confirm with the Program Coordinator that the assignment has been received. This may be done through utilization of the return receipt function available on most email packages, or by a follow up confirmation email to the Program Coordinator.

It is the Program Coordinator's responsibility to reply to any confirmation email from the student, and to inform the student promptly if there are any problems with the file (unable to open attachment, damaged data, etc.). In such cases, it is the responsibility of the student to promptly consult with the Program Coordinator regarding an alternate delivery method (e.g. courier, fax, etc.). It is the student's responsibility to retain a copy of the original document.

One45 Overview

The MD Program utilizes the One45 Software Program for assessment purposes for all evaluations in Year 1, 2 and 3. Students are able to view completed evaluations online through this software program. Evaluations and assessment data are collected at regular intervals.

It is the student's responsibility to distribute their evaluations to preceptors during any given course and to follow up with preceptors if evaluations have not been completed by the deadline given out by the Undergraduate Medical Education (UME) Office.

In addition to assessments and evaluations, One45 is also utilized to evaluate your preceptors and to gather information from students on their learning experiences.

All students are provided training at the beginning of their program in Year 1. This would include a personal log in access code and password.

One45 is used throughout your training in the MD Program (Undergrad) as well as Residency (PGME).

Website Link to Access One45: <https://calgary.one45.com/>

Problems Accessing One45: Please contact the Academic Technologies at osler@ucalgary.ca

Course Evaluation/Feedback

Student feedback will be sought at the end of each learning session as well as at the end of each course through the electronic UME evaluation tool.

At the end of each learning activity (ie. Lecture, small group, orientations, etc.), students will be asked to complete online evaluation forms to provide feedback to instructors regarding the effectiveness of their teaching and achievement of the learning objectives. An overall course evaluation will be completed following course completion.

Students are welcome to discuss the process and content of the course at any time with the Course Chairs or Preceptors.

Clinical Core Overview (Pre-Clerkship Only)

Please refer to the Clinical Correlation Guidelines here:
<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>

Course specific learning objectives for Clinical Core in the setting of this course can be found in the course document.

Clinical Correlation Rules of Conduct

Students and preceptors will not be used as patients for clinical correlation sessions. This means that students will not examine the preceptor, the preceptor will not examine the students and students will not examine one another.

UME Policies, Guidelines, Forms, & TORs

Please refer to the MD program website

<https://cumming.ucalgary.ca/mdprogram/about/governance>

Appeals

Please refer to the UME Student Evaluation: Reappraisals and Appeals for details regarding appeals

<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>

If the student disagrees with the decision of the UME Student Evaluation Committee, the student may appeal that decision to the UME University Faculty Appeals Committee. Please refer to the [CSM UME Academic Assessment and Graded Term Work Procedures](#) for procedure for appeals.

<https://cumming.ucalgary.ca/mdprogram/about/governance>

Academic Accommodation

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

Student Accessibility Services, please contact their office at (403) 220-8237, visit: MacEwan Student Centre room 452 or email: access@ucalgary.ca. Students who have not registered with the Student Accessibility Services are not eligible for formal academic accommodation.

Accommodations on Protected Grounds Other Than Disability

Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the appropriate Assistant or Associate Dean

Students who require an accommodation unrelated to their coursework, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience).

For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>

Academic Integrity

The University of Calgary 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.

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. Students are referred to the section on academic integrity in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/k-3.html>) and are reminded that plagiarism is an extremely serious academic offence.

Student Misconduct

A single offence of cheating, plagiarism, or other academic misconduct, on term work, tests, or final examinations, etc., may lead to disciplinary probation or a student's suspension or expulsion from the faculty by the Dean, if it is determined that the offence warrants such action. A student is defined as any person registered at the University for credit or non-credit courses.

Freedom of Information and Protection of Privacy

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential, unless otherwise stated, before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Emergency Evacuations and Assembly Points

Assembly points for emergencies have been identified across campus. The primary assembly point for the Health Sciences Centre (HSC) building is HRIC - Atrium. For more information, see the University of Calgary's Emergency Management website: <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Emergency Evacuation Procedures - <https://www.ucalgary.ca/risk/emergency-management/plans-and-procedures>. In the case of an emergency during exam, immediately stop writing the examination and follow the direction of the invigilator and go to the nearest exit. Students should not gather personal belongings.

Internet and electronic device information and responsible use:

Students are welcome to use laptops and other electronic note-taking devices in this course unless otherwise stated. Please be considerate of others when using these devices.

Supports for student learning, success, and safety

Student Advising and Wellness (SAW): <https://cumming.ucalgary.ca/mdprogram/current-students/student-advising-wellness>

AMA Physician and Family Support Program:
<https://www.albertadoctors.org/services/physicians/pfsp>

Student Union Wellness Centre: <https://www.ucalgary.ca/wellnesscentre/>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Campus security - call (403) 220-5333

Student Success Centre: <https://www.ucalgary.ca/ssc/>

Library Resources: <http://library.ucalgary.ca/>

Student Union (<https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>) or Graduate Student's Association (<https://gsa.ucalgary.ca/about-the-gsa/gsa-executive-board/>) representative contact information

Student Ombudsman: <http://www.ucalgary.ca/ombuds/role>

Copyright

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the University community such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth>).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the Assistant Dean, Research (UME) and consult the CHREB ethics website (<https://ucalgary.ca/research/researchers/ethics-compliance/chreb>) before beginning the assignment.

ATSSL Guidelines

Please refer to the ATSSL Web Lab PPE Requirement:
<https://cumming.ucalgary.ca/mdprogram/about/governance>

APPENDIX A

Learning Objectives by Lecture

Introduction to Population Health

- Define and discuss concepts of health, wellness, illness, disease and sickness.
- Discuss alternate definitions of health.
- Contrast the approaches of population health and public health with the traditional role of physicians in treating individual cases of disease.

Burden of Disease

- Describe key historical precedents in the development of modern public health and epidemiology
- Define and compare the concepts of health disparity and health inequity.
- Understand and apply measures of disease burden, including mortality, life expectancy, disability-adjusted life years and quality-adjusted life years.

Determinants of Health

- Understand the rationale and application of the ecological model of health.
- Recognize that the determinants of health framework are based on the observation of common causes of disease and health, and that the distribution of disease between and within populations and over time is due to these determinants of health.
- Describe the burden of disease attributable to social and physical environmental factors. Identify and be able to apply Health Canada's "12 Key Determinants".

Health & Disability

- Apply the determinants of health framework to deconstruct the impact of disability on health.
- Recognize existing and emerging challenges that the health and wellbeing of disabled people and the elderly pose for medical practitioners.
- Appreciate the interaction of other disciplines with medicine in the response to and management of disability.
- Define Ableism.

Sex, Gender & Identity

- Recognize the difference between sex, gender, sexual behaviour and sexual orientation.
- Recognize the spectrum of human gender, sex and sexuality.
- Identify what Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) mean.

Homelessness and Drug Use

- Describe the demographics of the homeless population in Calgary.
- Understand the principles and evidence behind "Housing First".
- Recognize the burden of disease associated with homelessness including health risks specific to individuals.

Indigenous Health

- Identify the comparative health status of the Canadian Indigenous population.
- Assess the current Indigenous population health status from determinants of health framework and non-victim-blaming approach.
- The student will identify the nature and extent to which historical events have shaped current Indigenous health status.

Health Promotion, Prevention & Screening

- Identify the levels of disease prevention (primary, secondary and tertiary) and recognize them when given examples of preventive activities.
- Understand the terms attributable risk, sensitivity, specificity, pretest probability and predictive value and be able to apply them to the analysis of preventative and screening efforts.

Health Protection

- Identify Health Protection as a core function of the public health system, tasked to eliminate as far as possible the risk of adverse consequences to health attributable to environmental hazards.
- Recognize that much of health protection has a legislative basis and regulatory functions and identify the core legal actions available to public health officers.
- Identify approaches to and the key agencies involved in emergency preparedness in Alberta.

Pluralism and Innovation in Health Systems

- recognize different perspectives in a conflict
- learn to explore spoken and unspoken perspectives to understand context in a conflict
- appreciate difference as a source of value and innovation to improve health and healthcare