

Course Guide for

**SPH 566 Special Seminars: Fundamentals of Patient-Oriented Research**  
(3 credits) [Spring] [2020]

**(Online and Off-Campus)**

**Online:** Week of May 4, 2020

**Summer Institute** May 11-13, 2020  
Sheraton Eau Claire Hotel, Calgary, AB

**In-class seminars:** May 14 & 15, location TBD

Instructors:

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*The School of Public Health both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 6, which includes the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway, Saulteaux, Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.*

University of Alberta policy about course outline can be found in Section 23.4(2) of the University Calendar. (GFC 29 SEP 2003)

<p><b>Course Description</b> <b>[U of A Calendar]</b></p>	<p>This course explores research design principles, concepts, and applications of patient-oriented research. Emphasis is on developing research methodologies that engage patients and understanding the theoretical and practical implications of patient-oriented research. This area of research is an emerging trend in health research, and is being impelled by CIHR's national Strategy for Patient-Oriented Research (SPOR). CIHR has defined patient-oriented research as a continuum of research that engages patients as partners, focusses on patient-identified priorities and improves patient outcomes (CIHR, 2014). The course is aimed at new health sciences investigators who have an interest in conducting patient-oriented research, and provides a critical bridge between general research skills and the particular challenges and theoretical underpinnings of patient-oriented research.</p> <p>The Fundamentals of Patient-Oriented Research course will incorporate the annual Summer Institute in Patient-Oriented Research, which takes place over three days in May each year (May 11-13, 2020) and includes keynote speakers, plenaries, workshops, opportunities for discussion and networking, oral presentations and poster presentations. Students will complete online modules and participate in an interactive webinar prior to conference, and attend a two-day seminar post event (in-person).</p> <p>There will be required readings and assignments. The course instructor will be onsite during conference to support students' experiential learning.</p>
<p><b>OVERALL PURPOSE</b></p> <p><b>Course Format</b></p>	<p>The goal of this course is to foster discussion and encourage students to explore the theoretical and practical implications of patient-oriented research. Students will develop and implement a successful patient-oriented research plan on a research topic of their choice. As a result of this intensive 5-day program, including online content, students will become contributing members to the advancement of patient-oriented research in Canada.</p> <p>The Fundamentals of Patient-Oriented Research course takes place from May 11 to May 15, 2020, with introductory online sessions the week of May 4<sup>th</sup>. It will be integrated with the</p>

	<p>takes place over three days in Calgary May 11-13, 2020 and includes keynote speakers, plenaries, workshops, opportunities for discussion and networking, oral presentations and poster presentations. Students complete online modules and participate in an interactive before the conference and attend post conference in-class sessions on May 14 – 15<sup>th</sup>, for a total of 39 contact course hours, as per the following:</p> <ul style="list-style-type: none"> <li>• Prior online session: 3 hours</li> <li>• May 11: 7 hours (conference)</li> <li>• May 12: 7 hours (conference)</li> <li>• May 13: 7 hours (conference)</li> <li>• May 14: 7.5 hours (in-class)</li> <li>• May 15: 7.5 hours (in-class)</li> </ul>
<p><b>Student Learning Outcomes</b> (Competencies - knowledge, attitudes or skills)</p>	<p>The assigned readings, online and in-class sessions, Summer Institute, guest speaker presentations, and assignments will help students:</p> <ol style="list-style-type: none"> <li>1. (KNOWLEDGE) Explain the societal, theoretical and practical implications of patient-oriented research, including: <ul style="list-style-type: none"> <li>• The value of patient-oriented research to society, health care and health research</li> <li>• The historical and philosophical underpinnings of patient-oriented research internationally and in Canada</li> <li>• Theories supporting the wider use of patient engagement in health care</li> <li>• The challenges and benefits to conducting patient-oriented research</li> </ul> </li> <li>2. (SKILLS) Build skills and develop practical strategies for conducting patient-oriented research, including: <ul style="list-style-type: none"> <li>• Design and implementation of a patient engagement plan</li> <li>• Team-building and communications within a research team</li> <li>• Knowledge translation, systematic review and meta-analysis and their application to patient-oriented research and influencing health care policy</li> <li>• Strengths and weaknesses of different research paradigms and methodologies for patient-oriented research</li> <li>• Design and management of research projects</li> </ul> </li> <li>3. (ATTITUDES &amp; SKILLS) Analyze and critically review real examples of patient-oriented research in Canada and other healthcare systems.</li> </ol>

	4. (ATTITUDES & SKILLS) Use critical thinking to apply knowledge and skills gained in the course to their own patient-oriented research project.
Learning Resources	<p>All required materials are made available through E-class. Lecture notes and reading materials will be provided.</p> <p>There will not be a text book assigned. However, it is expected that students will have read the assigned readings ahead of the course so that they are prepared to use them to inform discussions during class.</p>
Library	The University of Alberta library system's website <a href="http://www.library.ualberta.ca">www.library.ualberta.ca</a> details the range of services offered to students on and off campus.
Final Course Evaluation	Following completion of the course, you will receive a standardized summative evaluation. Course evaluations will be done online by Test Scoring and Questionnaire Services. An invitation to participate in the survey is emailed to each student. One email will be sent for each start date, i.e., if a student has surveys with different start dates, they will receive multiple messages. Note that the message includes a login button.

## Student Evaluation & Grading

The final grade in SPH 566 will be credit or no credit. Evaluation will be both formative and summative.

- **Formative evaluation.** Feedback will be provided throughout the week through discussions and comments on the various assignments/in-class exercises.
- **Summative evaluation.** Grades reflect the judgments of students' achievements made by the course facilitator. To obtain a grade of "credit" you must achieve a cumulative grade of no less than a B-. A grading guide is included in Appendix A. Acceptable final papers will be returned with comments; unacceptable final papers will be returned to the student with a one-time opportunity to revise and resubmit.

<b>Assessment at a Glance</b>			
<b>Assessment Mechanism</b> (e.g., Exam, Quiz, Paper, Presentation, Participation) (How the student learning outcomes will be assessed)	<b>Weight (%)</b>	<b>Date of Assessment</b> (i.e. grade will be provided to student by this date)	<b>Student Learning Outcome Assessed</b> (Knowledge, Attitudes, Skills)
Reflection on one article from required reading ( <b>due May 14</b> )	10%	<b>May 22, 2020</b>	Analytical skills, knowledge of patient-oriented research.
Reflection on one Summer Institute workshop or presentation ( <b>due May 15</b> )	10%	<b>May 22, 2020</b>	Knowledge of patient-oriented research, reflection on own attitudes towards patient-oriented research.
Participation in class discussions	20%	<b>May 22, 2020</b>	Attitude towards co-learning and openness towards others' perspectives.
Final paper ( <b>due May 25</b> )	60%	<b>June 8, 2020</b>	Analytical skills, knowledge of patient-oriented research.

### Assignments:

**Reflection on one article:** Choose one academic article from the required readings. Write a brief summary (approx. 1 page) of what you learned in this article to enhance your understanding of any or all of the four key elements of Patient-Oriented Research. Explain how you might apply lessons learned to your own research.

The four key elements of patient-oriented research are:

- Engages patient as partners
- Focuses on patient-identified priorities in order to improve patient outcomes
- Conducted by disciplinary teams in partnership with relevant stakeholders
- Aims to apply the knowledge generated to improve healthcare systems and practices

The reflection should include the following:

- 2-3 sentence summary of the article
- Lessons you learned about patient-oriented research
- How you will apply these lessons to your own research.

This will be **due on May 14**, and used to engage in discussions during the day.

**Reflection on Summer Institute workshop or presentation:** Select one workshop or presentation you attended at the Summer Institute and reflect on either:

- how and why it inspired you to conduct patient-oriented research
- why you are still not convinced of the merit of patient-oriented research

This reflection will take the form of a brief 3-minute presentation in class on **May 15**.

**Final paper:** The purpose of this final paper is to critically reflect upon the essential elements of patient-oriented research and consider how to incorporate them into a research study. Consider each of the following topics and develop a proposal for a research study (your own, or a study on a topic of interest to you) that encompasses relevant elements of patient-oriented research, including:

- Patient engagement
- Collaborative teams
- Patient-oriented research design and methods
- Knowledge translation/knowledge synthesis

*I: Introduction (max 500 words)*

Introduce the topic of your research study, including:

- The importance of the topic
- The research question you plan to answer

*II: How you will incorporate elements of patient-oriented research in your study (max 1500 words)*

Explain how this study will incorporate elements of patient-oriented research, and what value these elements might add to the quality and effectiveness of the research.

*III: Conclusion: Summary of your reflections on patient-oriented research (max 500 words)*

Synthesize what you have learned about patient-oriented research in the course and how it will affect the work you do in the future. The literature on patient-oriented research that has influenced your thinking and learning should be referenced as part of this section.

This paper is due **May 25<sup>th</sup>**.

### **The University of Alberta Grading System**

Grades reflect judgments of student achievement made by instructors. These judgments are based on a combination of absolute achievement and relative performance in a class. See Appendix A.

<p><b>Academic Integrity</b> (see Appendix B)</p>	<p><b>Plagiarism is a serious offence.</b></p> <p>The University of Alberta 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. Students are particularly urged to familiarize themselves with the provisions of the University of Alberta's <a href="#">Code of Student Behaviour</a> and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.</p>
<p><b>Student Accessibility Services</b></p>	<p>Students registered with <a href="#">Student Accessibility Services (SAS)</a> who will be using accommodations in the classroom are required to provide a "Letter of Accommodation" to the course instructor as soon as possible. You are encouraged to make an appointment with the course instructor to discuss any required accommodations.</p>

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## Self-directed online MODULE 1: Introduction to the course

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## Self-directed online MODULE 2: Introduction to patient-oriented research & SPOR

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### **Learning Outcome:**

Upon successful completion of this learning unit, the student will have demonstrated the ability to:

- Define and describe patient-oriented research and patient engagement
- Describe the value and evolution of patient roles in health research
- Identify the purpose and types of health research and how patient-oriented research relates to each
- Explain the influence of CIHR's Strategy for Patient-Oriented Research (SPOR) on Canadian health research.

### **Readings**

1. Richards T, Montori VM, Godlee F, Lapsley P, Paul D. Let the patient revolution begin. *BMJ*. 2013;346:f2614. <https://www.bmj.com/content/346/bmj.f2614>
2. CIHR website pages describing SPOR: <https://cihr-irsc.gc.ca/e/41204.html>

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## Interactive Online Webinar – MODULE 3: Why patient-oriented research? Facilitator: Dr. Diane Aubin

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### **Learning Outcome:**

Upon successful completion of this learning unit, the student will have demonstrated the ability to:

- Analyze the theoretical underpinnings of patient-oriented research
- Assess the ethical considerations of patient-oriented research
- Assess the strengths, limitations and challenges of patient-oriented research
- Review stages of research study and reflect upon patient engagement roles at each stage

### **Readings**

1. Frank L, Basch E, Selby JV, Patient-Centered Outcomes Research Institute. The PCORI perspective on patient-centered outcomes research. *JAMA*. 2014;312(15):1513-4.
2. Madden M. Beware Zombies and Unicorns: Toward Critical Patient and Public Involvement in Health Research in a Neoliberal Context. *Frontiers in Sociology* 2017;2(June):1-6. <https://doi.org/10.3389/fsoc.2017.00007>
3. Ives J, Damery S, Redwod S. PPI, paradoxes and Plato: who's sailing the ship? *J Med Ethics*. 2013;39(3):181-5.



**MAY 11, 12, 13**

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**May 11-13: Patient-Oriented Research Summer Institute**

**[insert link to program]**

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**MAY 14**

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**May 14 MODULE 4: Alberta SPOR SUPPORT Unit  
– Consultation and Research Services & Data Services  
Facilitator: Dr. Diane Aubin  
Guest speakers: TBD**

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**Learning Outcome:**

Upon successful completion of this learning unit, the student will have demonstrated the ability to:

- Access Alberta SPOR SUPPORT Unit services
- Demonstrate an understanding of what secondary data is available to researchers and how to request it

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**May 14 MODULE 5: Collaborative Research Teams  
Facilitator: Dr. Diane Aubin**

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**Learning Outcome:**

Upon successful completion of this learning unit, the student will have demonstrated the ability to:

- Build collaborate research teams
- Explain one theory behind team development and leadership

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**May 14 MODULE 6: Patient Engagement: Value, Levels, Methods  
Guest Speaker: **TBD****

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**Learning Outcome:**

Upon successful completion of this learning unit, the student will have demonstrated the ability to:

- Evaluate the benefits and challenges of patient engagement
- Describe and distinguish between the levels of patient engagement on the IAP2 spectrum of engagement and methods of engagement

- Review an inclusive patient engagement plan
- Compare defining characteristics of Patient Recorded Outcome Measures (PROMs) or Patient Reported Experience Measures (PREMs)
- Compare various patient-oriented research methods, research techniques to effectively address patient priorities
- Review how individualizing information and electronic health can be used to understand the patient journey across the continuum of care

### **Readings**

1. Wicks P, Richards T, Denegri S, Godlee F. Patients' roles and rights in research. *BMJ*. 2018;362:k3193.
2. Manafo E, Petermann L, Mason-Lai P, Vandall-Walker, V. Patient engagement in Canada: a scoping review of the 'how' and 'what' of patient engagement in health research. *Health Res Policy Syst*. 2018;16(1):24. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5804082/>
3. Hamilton CB, Hoens AM, Backman CL, McKinnon AM, McQuitty S, English K, et al. An empirically based conceptual framework for fostering meaningful patient engagement in research. *Health Expect*. 2018;21(1):396-406.

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**May 14 MODULE 7: Knowledge Translation and Knowledge Synthesis**  
**Facilitator: Dr. Diane Aubin**  
**Guest Speakers: Gabrielle Zimmermann and Meghan Sebastianski**

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### **Learning Outcome:**

- Upon successful completion of this learning unit, the student will have demonstrated the ability to:
- describe and define knowledge translation and knowledge synthesis.
  - explain the Knowledge to Action Cycle

### **Readings**

1. Knowledge Translation. CIHR website. 2016. Retrieved from <http://www.cihr-irsc.gc.ca/e/29418.html>
2. Knowledge Synthesis. CIHR website. 2016. Retrieved from <http://www.cihr-irsc.gc.ca/e/41382.html>
3. Graham ID, Logan J, Harrison MB, Straus SE, Tetroe J, Caswell W, et al. Lost in knowledge translation: time for a map? *J Contin Educ Health Prof*. 2006;26(1):13-24.

**MAY 15**

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**May 15 MODULE 8: Measuring the impact of Patient-Oriented Research**  
**Facilitator: Dr. Diane Aubin**

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**Learning Outcome:**

Upon successful completion of this learning unit, the student will have demonstrated the ability to:

- explain some of the challenges of measuring the impact of patient engagement of the quality of the research on health outcomes.
- explore their own views as to the merit & need to measure the impact of patient engagement
- distinguish the concepts of value, effectiveness and impact

**Readings**

1. Aubin, D, Hebert, M, Eurich, D. The importance of measuring the impact of patient-oriented research. *CMAJ* 2019;191(3):E860-E864.
2. Carroll SL, Embuldeniya G, Abelson J, McGillion M, Berkesse A, Healey JS. Questioning patient engagement: research scientists' perceptions of the challenges of patient engagement in a cardiovascular research network. *Patient Prefer Adherence*. 2017;11:1573-83.
3. Esmail L, Moore E, Rein A. Evaluating patient and stakeholder engagement in research: moving from theory to practice. *J Comp Eff Res*. 2015;4(2):133-45.
4. Staniszewska S, Brett J, Simera I, Seers K, Mockford C, Goodlad S, et al. GRIPP2 reporting checklists: tools to improve reporting of patient and public involvement in research. *Res Involv Engagem*. 2017;3:13.

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**May 15 Module 9: Pragmatic Clinical Trials**  
**Facilitator: Dr. Diane Aubin**  
**Guest Speaker: TBD**

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**Learning Outcome:**

Upon successful completion of this learning unit, the student will have demonstrated the ability to:

- Explain what pragmatic clinical trials are and their role in health research
- Examine the role of patients in pragmatic clinical trials

**Readings**

1. Ford I, Norrie J. Pragmatic Trials. *N Engl J Med*. 2016;375(5):454-63.
2. Loudon K, Treweek S, Sullivan F, Donnan P, Thorpe KE, Zwarenstein M. The PRECIS-2 tool: designing trials that are fit for purpose. *BMJ*. 2015;350:h2147.

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**May 15 Module 10: Project Management**  
**Facilitator: Dr. Diane Aubin**

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**Learning Outcome:**

Upon successful completion of this learning unit, the student will have demonstrated the ability to:

- Review current practices and concepts in relation to training, support and budgeting for patient-oriented research
- Formulate a personal plan for project management of research project
- Review project management concepts

### Course Planner<sup>1</sup>: Schedule at a Glance

Date	Format	Content
Week of May 4 <sup>th</sup>	Self-directed online module	MODULE 1 <ul style="list-style-type: none"> <li>• Introduction to the course (10 minutes)</li> </ul>
Week of May 4 <sup>th</sup>	Self-directed online module	<b>Read articles assigned to this module</b> MODULE 2 <ul style="list-style-type: none"> <li>• Introduction to patient-oriented research and SPOR (20 minutes)</li> </ul>
Week of May 4 <sup>th</sup> (time/date TBD by doodle poll)	Interactive online webinar	<b>Read articles assigned to this module</b> MODULE 3 <ul style="list-style-type: none"> <li>• Why patient-oriented research? The changing landscape of health research (2.5 hours)</li> </ul>
May 11 – 13	Summer Institute Conference @ Sheraton Eau Claire, Calgary, AB	<ul style="list-style-type: none"> <li>• See SPOR Summer Institute Program</li> <li>• Debrief meetings every day at the end of the conference for 30 minutes</li> </ul>
May 14	In class seminar (location TBD)	<b>Written reflection due</b> <b>Read articles assigned to these modules</b> <ul style="list-style-type: none"> <li>• MODULE 4 – Alberta SPOR SUPPORT Unit - Consultation and Research Services &amp; Data Services</li> <li>• MODULE 5 - Collaborative Research Teams</li> <li>• MODULE 6 - Patient Engagement: Value, Levels, Methods</li> <li>• MODULE 7 - Knowledge Translation and Knowledge Synthesis</li> </ul>
May 15	In class seminar (location TBD)	<b>Student presentations</b> <b>Read articles assigned to these modules</b> <ul style="list-style-type: none"> <li>• MODULE 8 - Measuring the impact of Patient-Oriented Research</li> <li>• MODULE 9 - Pragmatic Clinical Trials</li> <li>• MODULE 10 - Project Management</li> </ul>
<b>May 25</b>		<b>FINAL ASSIGNMENT DUE</b>

<sup>1</sup> Course design support and resources are available from the Centre for Teaching and Learning (CTL): <https://www.ualberta.ca/centre-for-teaching-and-learning/teaching-and-support-services>

## APPENDIX A - GRADING GUIDELINES

Letter Grade	Descriptors	Percentage Guide (assigned by instructor)	Grade Pt Value (assigned by U of A)	Criteria
A+	Excellent	95-100	4.0	<i>An exemplar and could be publicly presented by a leader in the field.</i> Key health promotion values and issues are considered, and the complexity of the field is reflected as appropriate. Critical thinking is evident throughout. Literature review is appropriately thorough. Clear evidence of thoughtful analysis and synthesis (i.e., not just summary) of concepts and strategies. Theoretical concepts are integrated and applied effectively and creatively to generate implications/applications for practice and/or research. The submission is organized, clear and concise – a good read/listen - and is free of errors in composition, formatting and referencing.
A	Excellent	89-94	4.0	Evidence of the above, but not as strong in one of the essential elements (e.g., synthesis and/or critical thinking)
A-	Excellent	82-88	3.7	Evidence of the above, but not as strong in two of the essential elements (e.g., synthesis, critical thinking, implications)
B+	Good	78-81	3.3	<i>A leader in the field could publicly present the piece after revision according to comments and further thought in some areas.</i> The majority of the elements described above are addressed well, but further development would be required in at least one of the essential elements (e.g., values/issues, critical thinking, integration, application). The submission is organized, clear and concise – a good read/listen - and is free of errors in composition, formatting and referencing.
B	Good	74-77	3.0	Many elements are done well, but further development would be required in at least two major areas (e.g., HP values/issues, thorough

				treatment, critical thinking, integration, application).
<b>B-</b>	Satisfactory	70-73	2.7	<i>Considerable revision would be required before this piece could be publicly presented by a leader in the field.</i> Some elements are addressed thoughtfully and appropriately, but several require further attention and development (e.g., values/issues, critical thinking, integration, application, organization/presentation).
<b>C+</b>	Satisfactory	66-69	2.3	Demonstrates graduate level thoughtfulness and organization, but requires further attention and development in several areas.
<b>C</b>	Failure		2.0	<i>The piece could not be publicly presented by a leader in the field without major rethinking and reconstruction.</i> Does not reflect a graduate level standard of research, thought and organization/presentation.

## APPENDIX A – ACADEMIC INTEGRITY

*Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit <http://www.governance.ualberta.ca/>*

### NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

<p><b>The U of A</b> considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the <i>Code</i> are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the <i>Code</i>.</p> <p><b>At the beginning</b> of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your cooperation and assistance in this matter are much appreciated.</p> <p><b>30.3.2(1) Plagiarism</b></p> <p>No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.</p> <p><b>30.3.2(2) Cheating</b></p> <p>30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.</p> <p>30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).</p>	<p><b>Cheating (Continued)</b></p> <p>30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.</p> <p>30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.</p> <p>30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.</p> <p><b>30.3.6(4) Misrepresentation of Facts</b></p> <p>No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.</p> <p><b>30.3.6(5) Participation in an Offence</b></p> <p>No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.</p>
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**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR UPDATED AUGUST 26, 2014  
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

<p><b><i>Procedures for Instructors Regarding Plagiarism, Cheating, Misrepresentation of Facts and Participation in an Offence</i></b></p> <p>The following procedures are drawn from the <i>Code of Student Behaviour</i> as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean – or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).</p> <p><b>30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour</b></p> <p><b>30.5.4(1)</b> When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.</p> <p><b>30.5.4(2)</b> If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.</p>	<p><b>Possible Sanctions</b></p> <p>One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:</p> <ul style="list-style-type: none"> <li>30.4.3(2) a.i a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour</li> <li>30.4.3(2) a.ii Reduction of a grade in a course</li> <li>30.4.3(2) a.iii a grade of F for a course</li> <li>30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii</li> <li>30.4.3(3) b Expulsion</li> <li>30.4.3(3) c Suspension</li> </ul> <p>The following sanctions may be used in rare cases:</p> <ul style="list-style-type: none"> <li>30.4.3(3) e Suspension of a Degree already awarded</li> <li>30.4.3(3) f Rescission of a Degree already awarded</li> </ul> <p><b>30.6.1 Initiation of an Appeal</b></p> <p><b>30.6.1(1)</b> When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.</p>
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\* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the *Code of Student Behaviour* and of student disciplinary procedures.