UNIVERSITY OF CALGARY

CUMMING SCHOOL OF MEDICINE

GRADUATE COURSE OUTLINE

COURSE			
Course Name and Number:	MDCH 700 - Public and Patient Engagement in Health Research		
Pre/Co-Requisites	Registration in the Community Health Sciences graduate education program (MDCH) and/or consent of the instructors and MDCH Graduate Program Director		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Maria Santana, Paul Fairie	**Email**	mjsantan@ucalgary.ca
Office Location	TRW Building 3rd floor	**Office Hours**	Tuesdays 10-11am; on Zoom
Instructor Email Policy	Students will be able to contact us during the duration of the course via email.		
Telephone No.			
TA Name		**Email**	
Class Term, Days	Fall 2023 - Monday		
Class Times	9 am to noon		
Class Location	Via Zoom - synchronous		

This course will take place **online** via Zoom. To best succeed in the course, students are encouraged to participate in the synchronous Zoom sessions**.** There will be 12 synchronous Zoom sessions throughout the term (include the time and dates or as indicated in the course schedule), and each will be recorded.

COURSE INFORMATION/DESCRIPTION OF THE COURSE
In response to Canada's Strategy for Patient-Oriented Research (SPOR), where "patients, researchers, health care providers and decision-makers [should] actively collaborate to build a sustainable, accessible and equitable health care system and bring positive changes in the health of people living in Canada" (http://www.cihr-irsc.gc.ca/e/48413.html), this course will build leadership capacity for ensuring patients can be meaningfully involved in setting priorities and producing knowledge used to improve health care practice, therapies and policies (http://www.cihr-irsc.gc.ca/e/48413.html). More specifically, this introductory course will teach key concepts, principles, and areas around patient engagement and how both researchers and patients can actively collaborate as partners in health research and knowledge translation efforts with the goal of improving health outcomes and an enhanced health care system.

Targeted learners: graduate students.

Pre-requisites: Registration in the Community Health Sciences graduate education program (MDCH) and/or consent of the instructors and MDCH Graduate Program Director.

LEARNING RESOURCES/REQUIRED READING

More will be provided throughout the term. Required weekly readings will be assigned and available to students via UC Library or Open Access options.

Some background readings about patient-oriented research in Canada:

Canada's Strategy for Patient-Oriented Research Strategy for Patient-Oriented Research (SPOR). https://cihr-irsc.gc.ca/e/41204.html

Canada's Strategy for Patient-Oriented Research Improving health outcomes through evidence-informed care (2011). http://www.cihr-irsc.gc.ca/e/documents/P-O_Research_Strategy-eng.pdf

Canada's Strategy for Patient-Oriented Research Strategy for Patient-Oriented Research (SPOR). https://cihr-irsc.gc.ca/e/41204.html

Strategy for Patient-Oriented Research Patient Engagement Framework. http://www.cihr-irsc.gc.ca/e/documents/spor_framework-en.pdf

CIHR, Ethics Guidance for Developing Partnerships with Patients and Researchers https://cihr-irsc.gc.ca/e/51910.html

CIHR, Considerations when paying patient partners in research. https://cihr-irsc.gc.ca/e/51466.html

Strategy for Patient-Oriented Research Capacity Development Framework 2015. http://www.cihr-irsc.gc.ca/e/documents/spor_capacity_development_framework-en.pdf

SPOR Video – Patient Stories in Health Research – Colleen McGavin, Patient Partner. http://www.cihr-irsc.gc.ca/e/50029.html

COURSE OBJECTIVES/LEARNING OUTCOMES

Using instructor and guest lectures, active participation, community engagement, small group activities, and classroom discussion grounded in patient engagement best practices, this course may provide learners with an introductory understanding of public and patient-engagement. In health research. By the end of the course, learners may be able to:

1. Describe the importance and impact of engaging the public and patients in health research and its relevance in health care and knowledge generation.

2. Recognize the centrality of patient engagement in patient-oriented research.

3. Practice research planning to engage patients as partners in research projects and being an active patient partner.

4. Teach others about concepts in patient engagement in a variety of research areas related to health.

5. Implement best practices in patient engagement in their own projects.

Communication:

Brightspace (By D2L) is located on the University of Calgary server and will be used extensively for communication with Students. A link to the zoom class will be provided on D2L. It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive e-mails send by instructors of fellow students through D2L. Only your @ucalgary.ca e-mail address maybe linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account .

Learning Technology Requirements

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Please see the following for a detailed explanation of the minimal required technology for online learning https://elearn.ucalgary.ca/technology-requirements-for-students/

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: http://elearn.ucalgary.ca/d2l-student/.

The University of Calgary Cumming School of Medicine would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

CUT POINTS FOR GRADES			
This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Grades of A+ and A are not distinguished in the calculation of GPAs. Percentage/letter grade conversion used for this course is as follows			
Grade	**Grade Point Value**	**Percentage Conversion**	**Graduate Description**
A+	4.00	95-100	Outstanding
A	4.00	85-94	Excellent – superior performance showing comprehensive understanding of the subject matter

A-	3.70	80-84	Very Good Performance
B+	3.30	75-79	Good Performance
B	3.00	70-74	Satisfactory Performance
B-	2.70	65-69	Minimum Pass for Students in the Faculty of Graduate Studies
C+	2.30	55-64	All grades below 'B-" are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements
C	2.00	50-54	

Assessment Components: The University policy on grading related matters is outlined in the 2020-2021 Calendar.

Assessment Methods	Description	Weight %	Due Date and Time
Assignment 1	Oral Presentation: Present the paper assigned during the class and lead a discussion	20%	Once during term (Sep 18 – Nov 6)
Assignment 2	Written: Critical appraisal assignment on Public and Patient Engagement study (4 pages, 1000 words maximum)	25%	Fri Oct 6, 5 pm
Assignment 3	Oral Presentation: Report on an envisioned Public and Patient Engagement study and methods adopted for successful execution	20%	Nov 20 & 27, in class
Assignment 4	Written: Reflexive paper on personal and professional growth demonstrating an understanding of the topics covered (8 pages, 2000 words maximum)	35%	Wed Dec 6, 5 pm

ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS:

100% attendance and regular participation in weekly sessions is strongly encouraged.

GUIDELINES FOR SUBMITTING ASSIGNMENTS:

Assignments must be uploaded to D2L by 4pm on the specified due date. Assignments received after the due date will be considered late by one day and penalized 10%. Each additional 24-hour period after that will result in an additional 10% reduction. Assignments submitted 10 calendar days or more after the due date will be refused and the learner will receive a score of zero for the assignment. Learners may submit assignments without penalty under the following circumstances: The learner has discussed the timelines with the course

instructor in advance of the due date and the course instructor has granted an extension in writing. There is a valid health or family emergency as discussed under the University regulations for deferral of final examinations. Refer to specific information in the University Calendar Assignment completion is mandatory for course completion and success as the course provides learners with an opportunity to develop new or enhance existing skills. Learners must be willing to engage with the material presented and with other learners with the intent to learn and improve their understanding of patient-oriented and engaged research, with the aim to become a leader within their community of practice to enhance relationships and engagement with patients and the health care system

FINAL EXAMINATIONS:

There will be no final exam.

EXPECTATIONS FOR WRITING:

The writing needs to be clear and coherent and is expected to be of a high standard for the two written assignments. A rubric will be shared in class.

LATE AND/OR MISSING ASSIGNMENTS:

Assignments received after the due date will be considered late by one day and penalized 10%. Each additional 24-hour period after that will result in an additional 10% reduction. Assignments submitted 10 calendar days or more after the due date will be refused and the learner will receive a score of zero for the assignment.

Is a passing grade on a particular component essential to pass the course as a whole? Yes

CLASS SCHEDULE		
Course Schedule Date	**Topic, Activities & Readings**	**Assignments/ Due Dates & Times**
Sep 11	**Introduction to Patient Engagement in Patient-Oriented Research** 1. Patient engagement in Canada: a scoping review of the 'how' and 'what' of patient engagement in health research 2. Understanding patient engagement in health system decision-making: a co-designed scoping review 3. A rapid realist review of patient engagement in patient-oriented research and health care system impacts: part one. 4. Strategy for Patient-Oriented Research - Patient Engagement Framework	
Sep 18	**Participatory research approaches** 1. Evaluation of parent and youth experiences in advisory groups as part of a mental healthcare clinical trial: protocol for a mixed-method study 2. Patients as partners in health research: A scoping review	

	3. **The role of patient advisory councils in health research: lessons from two provincial councils in Canada** 4. **Co-production: a kind revolution**	
Sep 25	**Priority setting approaches** 1. **Patients, clinicians and researchers working together to improve cardiovascular health: a qualitative study of barriers and priorities for patient-oriented research** 2. **People with lived experience (PWLE) of depression: describing and reflecting on an explicit patient engagement process within depression research priority setting in Alberta, Canada** 3. **McKeen et al (2020)** Top ten priorities for anesthesia and perioperative research: a report from Anesthesia Research Priority Setting Partnership 4. **The James Lind Alliance process approach: scoping review** 5. **The James Lind Alliance Guidebook**	
Oct 2	**Ethics** 1. **Ethics Guidance for Developing Partnerships with Patients and Researchers** 2. **Ethical considerations for engaging frail and seriously ill patients as partners in research: sub-analysis of a systematic review** 3. **Pragmatism as a paradigm for patient-oriented research** 4. **Patient partner compensation in research and health care: the patient perspective on why and how** 5. **Identifying potential barriers and solutions to patient partner compensation(payment) in health research** 6. **Patients as Partners in Research: How to talk about Compensation with Patient Partners**	Fri Oct 6, Assignment 2
Oct 9	**Thanksgiving**, no class	
Oct 16	**Equity, diversity and inclusion** 1. **Codesigning person-centred quality indicators with diverse communities: A qualitative patient engagement study** 2. **SSHRC, Guidelines to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications**	
Oct 23	**Indigenous perspectives** 1. **University of Calgary, Office of Indigenous Engagement** **https://www.ucalgary.ca/indigenous** 2. **University of Alberta, Faculty of Native Studies** **https://www.ualberta.ca/native-studies/index.html** 3. **Researching the Resurgence: Insurgent Research and Community -engaged Methodologies in Twenty-First Century Academic Inquiry**	
Oct 30	**Integrated Knowledge Translation, Dissemination & Implementation Science** 1. **Patient engagement in the SPOR Evidence Alliance: Reflection and learnings** 2. **Banner et al. (2019) Patient and Public Engagement in Integrated Knowledge Translation Research: Are we there yet?**	

	3. **Richards et al. (2020) Guidance on authorship with and acknowledgement of patient partners in patient-oriented research**	
Nov 6	**Evaluating patient engagement** 1. **Evaluating patient and public involvement in research** 2. **Developing a Canadian evaluation framework for patient and public engagement in research: study protocol** 1. **Patient and public engagement in research and health system decision making: A systematic review of evaluation tools** 2. **Developing a Canadian evaluation framework for patient and public engagement in research: study protocol.** 3. **What constitutes meaningful engagement for patients and families as partners on research teams?**	
Nov 13	**No class – Reading week**	
Nov 20	**Oral presentations** *No readings*	Assignment 3
Nov 27	**Oral presentations** *No readings*	Assignment 3
Dec 4	**Reflections on term** *No readings*	Wed Dec 6, Assignment 4

Reading

See above schedule for readings. Other readings will be available on D2L.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at https://www.ucalgary.ca/policies/forms/title.

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION
Cell phones must be turned off in class unless otherwise arranged with the instructor. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Facebook, YouTube). Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS
Media recording for lesson capture Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms. **Media recording for assessment of student learning**   The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Student Recording of Lectures

Audio or video/visual recording of lectures is prohibited except where explicit permission has been received from the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

IMPORTANT INFORMATION

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf 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

ACADEMIC INTEGRITY

The Cumming School of Medicine expects intellectual honesty from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are

found in the printed Faculty of Graduate Studies Calendar, or online under Academic Regulations in the Faculty of Graduate Studies Calendar, available at **Faculty of Graduate Studies Academic Regulations**

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at www.ucalgary.ca/pubs/calendar/current/k.html

EMERGENCY EVACUATION AND ASSEMBLY POINTS

Assembly points for emergencies have been identified across campus. The primary assembly points for South Campus (Health Science Centre (HSC); Health & Research Innovation Centre (HRIC); Heritage Medical Research Building (HMRB) and Teaching, Research and Wellness (TRW)) are:

- HSC and HMRB: HRIC Atrium (alternate assembly point is Parking Lot 6)
- HRIC: HMRB Atrium (alternate assembly point is Parking Lot 6)
- TRW: McCaig Tower (alternate assembly point is HMRB – Atrium)

APPEALS

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section N of the Faculty of Graduate Studies Calendar. Students must follow the official process and should contact the Student Ombuds Office (www.ucalgary.ca/student-services/ombuds)for assistance with this and with any other academic concerns, including academic and non-academic misconduct

THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP) ACT

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. 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 expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission

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, at www.ucalgary.ca/wellnesscentre/services/mental-health-services and the Campus Mental Health Strategy website at www.ucalgary.ca/mentalhealth/

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Student Ombudsman: The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union: The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives can be found here: www.su.ucalgary.ca/

Graduate Student's Association: The GSA Vice-President Academic can be reached at (403) 220- 5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: gsa.ucalgary.ca

SAFEWALK

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.