



UNIVERSITY OF  
CALGARY

CUMMING SCHOOL OF MEDICINE  
GRADUATE COURSE OUTLINE

COURSE TITLE:			
<b>Course Name and Number</b>	MDCH 660 – Foundations of Health Services Research		
<b>Pre/Co-Requisites</b>	Admission to the Community Health Sciences Graduate Program or consent of the program/instructor.		
<b>Faculty</b>	Cumming School of Medicine, Graduate Science Education		
<b>Instructor Name(s)</b>	Dr. Deirdre McCaughey	<b>Email</b>	<a href="mailto:deirdre.mccaughey@ucalgary.ca">deirdre.mccaughey@ucalgary.ca</a>
<b>Office Location</b>	TRW CHS 3D15	<b>Office Hours</b>	2:00pm-3:00 pm Wednesdays via Zoom or by appointment
<b>Instructor Email Policy</b>	Emails sent to instructor and TA will be responded to at earliest possible time. All email inquiries are welcome to both instructor and TA.		
<b>Telephone No.</b>	403-210-7541		
<b>TA Name</b>	Bria Mele	<b>Email</b>	<a href="mailto:bria.mele@ucalgary.ca">bria.mele@ucalgary.ca</a>
<b>Class Term, Days</b>	Winter 2021, Wednesday		
<b>Class Times</b>	16:00 – 18:50		
<b>Class Location</b>	This course will take place <b>online</b> via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). All classes will be synchronous Zoom sessions throughout the term and each will be recorded.		

COURSE INFORMATION/DESCRIPTION OF THE COURSE
<p><b>Course Description:</b> Health services research is a diverse research area, encompassing a broad array of disciplines and methods. The Department of CHS has adopted the following definition developed by the Academy for Health Services Research and Policy in 2000:</p> <p style="padding-left: 40px;">“Health services research is a multidisciplinary field of scientific investigation, both basic and applied, that studies how social factors, financing systems, organizational structures and process, health technologies and personal behaviours affect <b>access</b> to health care, the <b>quality</b> and <b>cost</b> of health care, and ultimately our health and well-being.”</p>



The aim of this course is to introduce students to the concepts of health services research, including an overview of the health care system, methods in health services research, evaluation of performance and issues regarding knowledge translation and policy making. We organize this course around the Triple/Quadruple Aim framework and emphasize the application of research to the health system.

#### LEARNING RESOURCES/REQUIRED READING

There is no textbook for this course. Required readings will be identified for each lecture and a readings list will be distributed as class begins the term.

#### COURSE OBJECTIVES/LEARNING OUTCOMES

Following completion of this course, students will be able to:

- describe the conceptual basis for health services research as it pertains to **health systems** (e.g. history of health services research, overview of the Canadian health care systems compared to other international health care systems)
- identify the strengths and limitations of **health services research methods** and their applications (e.g. health technology assessments; appropriateness of care methodology; decision analysis) and list **data sources** used in health services research (Canadian Health Information Holdings)
- identify methods used to **evaluate health systems performance** including quality indicators and performance management and measurement
- identify **access issues impacting health systems performance and health care utilisation** (wait listing; access for special and disadvantaged populations)

identify issues relevant to **knowledge translation and health policy creation** as necessary components to improve health systems performance

#### 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.*

<b>CUT POINTS FOR GRADES</b>			
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			
<b>Grade</b>	<b>Grade Point Value</b>	<b>Percentage Conversion</b>	<b>Graduate Description</b>
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
Reading Integration and Application (RIA) Assignment (7)	The course includes 7 individual assignments as reflective papers. Each will be worth 5%, cumulatively amounting to 35% of the total course mark final mark. These assignments will be focus on application of health services research methods in variety of domains with an emphasis to how the methodology would benefit your research. The written assignment will be 3 pages maximum (double spaced).	35%	Jan 20, 4pm Jan 27, 4pm March 3, 4pm March 10, 4pm March 17, 4pm March 24, 4pm March 31, 4pm
Quality Improvement Assignment	10% for assignment, 10% for class presentation – This will be an assignment related to quality and safety models, where students will select one of the QI models discussed in class, find an example of its application (peer reviewed publication) in clinical medicine, review the article and discuss the pros/cons of that particular model. Each student (as a dyad member) will present their critique to the class. The written assignment will be 7 pages maximum (double spaced).	20%	Feb 24, 4pm (in class presentations & written assignment)
Policy Paper Assignment	20% for assignment, 10% for class presentation. Students will write a policy paper on an issue of contention in health care (specific to health services research), by selecting from a list of provided topics. Students will also have to present the selected issue of contention to the class (as part of a team) in a pro/con panel debate. The written assignment will be 10 pages maximum (double spaced).	30%	April 7 <sup>th</sup> (in class presentations & written assignments)



Infographic Assignment	10% for assignment, 5% for class presentation. Students will design and develop an infographic for their thesis work, or a research/work project. The infographic will be presented in - class	15%	April 14, 4pm
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**ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS:** *All sessions are synchronous and mandatory.*

**GUIDELINES FOR SUBMITTING ASSIGNMENTS:** All assignments are due on the specified date by 4pm. Students will hand in assignments via assignment specific Dropbox folders on the course D2L.

**FINAL EXAMINATIONS:** There is no final examination

**EXPECTATIONS FOR WRITING:** All assignments must be typewritten, 1" margins and 12-point font (Times New Roman/Calibri) and written in formal English. The maximum page length for each assignment is listed above in the Assessment Matrix.

**LATE AND/OR MISSING ASSIGNMENTS:** Students who hand in assignments late will be penalized 5% per day. Assignments that are handed in 7 calendar days or more after the due date will be refused, and the students assigned a score of zero for the assignment.

Students may hand in assignments late without penalty under the following circumstances:

- The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension

There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. Students may be required to provide the instructor with such documentation related to illness and/or emergency as is discussed and required in the University regulations pertaining to deferral of final examinations. This information can be found in the University Calendar.

**CLASS SCHEDULE**

Course Schedule Date	Topic, Activities & Readings	Instructor	Assignments/Due Dates & Times
NOTE: the dates of guest speakers for our lectures are subject to change as these speakers are actively working within the healthcare system and their work schedules reflecting the ongoing challenges of managing COVID-19. The instructor reserves the right to change dates for speakers with a minimum of 2 weeks' notice.			
Week 1 (Jan 13)	Introduction to Health Services Research and the Triple/Quadruple Aim	Dr Deirdre McCaughey	

	Introduction to Bi-weekly assignments & grading; review of course syllabus and structure		
Week 2 (Jan 20)	Canadian and Alberta Health Care Systems  Introduction to QI Assignment	Dr Deirdre McCaughey	RIA assignment 1 4:00 pm
Week 3 (Jan 27)	Canadian Health Information Holdings and Analysis	Dr Amy Metcalfe	RIA assignment 2 4:00 pm
Week 4 (Feb 3)	Quality-of-Care I	Michael Suddes & Erin Barrett	
Week 5 (Feb 10)	Quality-of-Care II	Michael Suddes & Erin Barrett	
Week 6 (Feb 17)	READING WEEK		
Week 7 (Feb 24)	Student Presentations	Class Members	Quality Improvement Assignment 4:00 pm
Week 8 (March 3)	Evaluation of Health System Performance	Dr Stafford Dean	RIA assignment 3 4:00 pm
Week 9 (March 10)	Barriers to Equal and Equitable Healthcare Access  Introduction to Health Policy Assignment	Dr Dave Campbell  Dr Deirdre McCaughey	RIA assignment 4 4:00 pm
Week 10 (March 17)	Knowledge Translation  Introduction to Infographic Assignment	Dr Jayna Holroyd-Leduc  Deirdre McCaughey	RIA assignment 5 4:00 pm
Week 11 (March 24)	Research Informing Decision Making	Dr Judy Siedel	RIA assignment 6 4:00 pm
Week 12 (March 31)	Patient Safety After Adverse Patient Events: Systematic Systems Analysis	Dr Jan Davies and Carmella Steinke	RIA assignment 7 4:00 pm
Week 13 (April 7)	In-class debate – policy paper assignment	Class	Health policy assignment 4:00 pm
Week 14 (April 14)	Infographics Presentations	Class	Infographic assignment 4:00 pm



## **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>.



### **Equity, Diversity and Inclusion**

The Cumming School of Medicine recognizes that equity, diversity, and inclusion benefits and strengthens all communities, including the medical community and those served by it. We aim to actively engage all learners, particularly those from equity seeking groups including women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ+. While our faculty continues to learn about more equitable, diverse, and inclusive approaches to education, we welcome and appreciate suggestions to help us ensure that all learners are well served by our courses.

To help cultivate learning environments that support diverse and inclusive perspectives and lived experiences, learners are invited to let instructors know if:

- they have names and/or pronouns they would prefer to use that differ from those that appear on official records
- scheduled class meetings conflict with religious events so that alternative arrangements can be made

If they are not already, learners are also encouraged to become familiar with the various opportunities for diverse engagement, learning, and support on campus, including, but not limited to the following resources:

#### **The Office of Equity, Diversity and Inclusion**

<https://www.ucalgary.ca/equity-diversity-inclusion>

#### **The Q Centre**

<https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/>

#### **The Writing Symbols Lodge**

<https://www.ucalgary.ca/student-services/writing-symbols/home>

### **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](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/](http://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](http://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](http://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](http://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](http://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](http://www.ucalgary.ca/wellnesscentre/services/mental-health-services) and the Campus Mental Health Strategy website at [www.ucalgary.ca/mentalhealth/](http://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/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

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