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| Office of Health and Medical Education Scholarship (OHMES) presents:**Scholarship in Health EducationResearch and Innovation (SHERI)** | **Z:\UofC logo.png** |

**Program Outline, October 2016**

**Faculty**

Drs. Rachel Ellaway, Jocelyn Lockyer, Elizabeth Oddone Paolucci, Maria Palacios Mackay, Nishan Sharma

**Website**

<http://cumming.ucalgary.ca/ohmes/events/sheri-workshop>

**Program Description**

Educational scholarship encompasses research, evaluation, and innovation that has been successfully peer-reviewed, publicly disseminated, and that provides a platform for use by others. This series of three half-day workshops is targeted at those who are planning or implementing educational projects by taking participants through a scholarly development process that includes setting goals, preparation, effective methods, obtaining meaningful results, effective presentation, and reflective critique. Brief presentations of the steps involved in developing and running scholarly projects in medical education will be interspersed with small group work in which participants create and discuss their own project plans. Participants will be provided with online reference and preparatory materials to supplement the in-person sessions. The emphasis will be on developing practical skills.

**Learning Objectives**

By the end of the series, participants will be able to articulate what scholarship means; recognize key principles of scholarship including clear goals, adequate preparation, effective methods, meaningful results, effective presentation, and reflective critique; and have a clear plan for initiating and implementing a scholarly educational project.

**Attendance**

There are three face-to-face sessions: Wednesday, October 12th, 19th, and 26th 2016.

The sessions all run 6-9pm in the W21C multipurpose room (GD10), ground floor of TRW at the Foothills Campus.

There is also a worksheet (sent separately) that we ask you to complete in stages: in preparation for the first session, as you work through the sessions, and between sessions. Please reflect and record your responses to the questions in each section of the worksheet as you go along.

The worksheet also includes the readings we wish you to review before and/or after particular sessions.

We are using a flipped classroom format for the course, which means that the didactic component of the course consists of a series of pre-recorded video lectures. We ask you to view and reflect on them before coming to each session.

The didactic material topics are as follows (note that these are the same topics as those we explore in the face-to-face sessions):

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| Session | Topic |
| 1 | 1.1 Research, innovation, evaluation and framing inquiry |
| 1.2 Defining a problem, challenge or opportunity  |
| 1.3 Using the scholarly literature |
| 1.4 Developing robust research questions |
| 2 | 2.2 Selecting a methodology |
| 2.2 Selecting methods of inquiry |
| 2.3 Research ethics |
| 2.4 Developing a protocol |
| 3 | 3.1 Project management |
| 3.2 Budgets and resources |
| 3.3 Completion, translation and dissemination |

The video materials (and all of the other course materials) are on the SHERI website at: <http://cumming.ucalgary.ca/ohmes/events/sheri-workshop>

 **Session descriptions**

*Session 1: Conceptualization*

Following an introduction to the course the session will consist of small-group work plus faculty discussions around key issues in educational scholarship.

1. Research, innovation, evaluation and framing inquiry
2. Defining a problem, challenge or opportunity
3. Using the scholarly literature
4. Developing robust research questions

*Session 2: Design*

The session will consist of small-group work plus faculty discussions around key issues in educational scholarship:

1. Selecting a methodology
2. Selecting methods of inquiry
3. Research ethics
4. Developing a protocol

*Session 3: Implementation*

The session will consist of small-group work plus faculty discussions around key issues in educational scholarship:

1. Project management
2. Budgets and resources
3. Completion, translation and dissemination
4. What next?

A key part of scholarship is sharing findings and outcomes. We will be contacting you several months after the course is completed to ask you about how useful the course has been and how you are progressing with your scholarly projects.