

**HSOC 408**  
**Health Research Methods and Research Practicum**

**Instructors:**

Dr. Bonnie Lashewicz, Department of Community Health Sciences, Cumming School of Medicine  
Email: [bmlashew@ucalgary.ca](mailto:bmlashew@ucalgary.ca)  
Phone: 403 220-4980

Dr. Jesse Love Hendrikse, Department of Community Health Sciences, Cumming School of Medicine  
Email: [jlhendri@ucalgary.ca](mailto:jlhendri@ucalgary.ca)

**Office Hours/Policy on Answering Student Emails**

By appointment. Emails will generally be answered within 2 work days

**Time and Location:**

**Fall semester**

Tuesday and Thursday: 11:00 –13:45  
Room: HS 1405B

**Winter semester:**

Monday: 16:00—17:50pm  
Room: HS 1405B

All classes will be synchronous

Course instructor lectures will be in-person  
Guest lectures and student presentations will take place over Zoom (see Class Schedule)

**Prerequisite/Co-Requisite:**

MDSC 308 and admission to the BHSc Honours program.

**Course Description:**

An introduction to the research methods utilized in the Health Sciences. Students will begin to develop the knowledge and skills necessary to conduct research in the Health and Society field. The importance of research design, qualitative, quantitative and mixed methods and the theoretical constructs that inform these approaches will be emphasized.

**Overarching Theme**

This third-year course was developed through a collaboration with the University and SEARCH (Swift Efficient Application of Research in Community Health) Canada. The course uses an inquiry-based format to give students an opportunity to explore approaches, tools and techniques for conducting applied research in health systems and services, and population and public health. Students will develop theoretical knowledge and apply that knowledge in a practice setting with independent researchers. Students will work as part of a research team and with a preceptor in a year-long field practicum where

they will plan, conduct and write-up a research project. It is hoped that relationships formed between students and researchers will lead to future research opportunities.

### **Global Objectives**

The aim of this course is to provide Health and Society students in the 3rd year of the BHSc with a basic understanding of health research processes as applied to an array of interdisciplinary practice contexts and to develop student knowledge and skills required to undertake an honours thesis. Although opportunities will be available to join clinical research teams, a majority of the research activities undertaken through this course will align with the 3rd and 4th pillars of health research as identified by the Canadian Institutes of Health Research (CIHR) as follows:

1. Biomedical
2. Clinical
3. Health Services and systems
4. Population and public health

While the University of Calgary values all four pillars, the emphasis in HSOC 408 will be on examining evidence and advancing understandings and practices related to health policy, services and systems, and population and public health. Finally, through this course, students are supported to integrate theoretical and methodological elements from their area of social science concentration into health-oriented research.

### **Course Learning Outcomes**

#### *Terminal Objectives*

By the end of this course students should be able to...

1. demonstrate knowledge of, and make distinctions between, quantitative, qualitative, review and combined/mixed methods approaches to health-oriented research
2. develop a research question and conduct a systematic search for relevant literature
3. assess the appropriateness and limitations of using particular health-oriented research designs
4. understand data collection tools such as surveys and interviews
5. demonstrate knowledge of ethical principles in research design
6. list the steps, and identify challenges involved in translating research to action
7. articulate the importance of knowledge exchange and transfer
8. operate as a member of a research team working on a research project within a health and wellness framework.

#### *Enabling Objectives*

Achieving each of the enabling objectives will serve students in achieving the above terminal objectives...

1. Given a published article, the student should be able to identify the study question/purpose and rationale.
2. Given a published article, the student should be able to identify the study design as quantitative, qualitative, review or combined/mixed methods. In addition, the student should be able to describe the paradigms that inform these approaches.
3. Given a published article, the student should be able to identify the study method/s employed. Students should be able to describe why the method(s) was/were chosen to answer the research questions and list advantages and disadvantages of the chosen method/s.
4. Given a research question, the student should be able to identify sources of evidence to be searched, and formulate a strategy to collect, investigate and evaluate existing evidence.
5. Students should be able to synthesize existing evidence on a given topic in the form of a narrative or systematized review, identify the current state of knowledge/knowledge gaps, and make recommendations for future research and practice.
6. The student should be able to develop a research proposal that demonstrates their knowledge and understanding of scientific principles acquired from the course lectures, student workshops, and readings.
7. The student should be able to develop a research report to demonstrate their knowledge and understanding of scientific principles acquired from the course lectures, student workshops, readings, and fieldwork experience.
8. The student should be able to effectively communicate verbally, and in written form, using scientific language, structure, and conventions.
9. The student should be able to operate as an effective member of a research team.
10. The student should be able to constructively contribute to classroom discussion and activities.

## **Learning Resources**

### *Required Readings*

Students will be required to read assigned journal articles in preparation for each lecture and student-led workshop. All journal articles are available online through the University of Calgary Library.

### *Recommended Readings*

Social Research Methods (2016; 5<sup>th</sup> Edition) - by Alan Bryman. Copies of the textbook are available for loan from the Health Sciences Library and available for purchase from the Medical Sciences Bookstore.

## **A Note regarding readings**

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students

should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

### Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

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.

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/>.

### Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar.

In determining the overall grade in the course, the following weights will be used:

Description	Percentage of Grade	Due Date
1. Methods workshop	15%	See class schedule
2. Research proposal	20%	November 27, 4 pm.
3. Oral presentation (1)	10%	See class schedule
4. Oral presentation (2)	15%	See class schedule
5. Written report	30%	April 18, 4 pm
6. Class/fieldwork participation	10%	Class participation: ongoing Fieldwork participation: April 18, 4pm

There will be NO final exam for this course

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

### Assignment Details

#### 1. Methods Workshop (fall semester)

Each student will select 1 or 2 scholarly readings. These reading(s) can be either an exemplar of the research method that you will use in your research practicum or an explicit discussion of the research method that you will use in your project. Student presenters will have ~40 minutes to discuss the reading(s) with the course instructors via Zoom. More comprehensive assignment instructions and a rubric are available on D2L.

## **2. Research Proposal (fall semester)**

Each student will write a research proposal based on the work being undertaken for their fieldwork practicum. The proposal will include a literature review, research aims and objectives, rationale and significance of the study, methods, limitations and timeline. A proposal template is available on D2L.

## **3. Oral Presentation 1 (fall semester)**

The oral presentation provides an opportunity for students to demonstrate an understanding of their fieldwork setting, their preceptor's research interests, and their project for the year. Students will have 10 minutes for their oral presentation plus 10 minutes for questions. Timing of presentations will be strictly enforced. Grading criteria for this oral presentation are available on D2L.

## **4. Oral Presentation 2 (winter semester)**

Students will give a 15-minute oral presentation (plus 10-minutes for questions) on findings/outcomes of their fieldwork. This should include a brief description of the background/rationale, research question/objectives, methods (research design, sample, data collection, analysis), and findings. Discussion of the findings/outcomes and policy/intervention/research recommendations should constitute the bulk of the presentation. Timing of presentations will be strictly enforced. More comprehensive assignment instructions and a rubric are available on D2L.

## **5. Written Report (winter semester)**

Students will submit a written report of their fieldwork in the form of a journal manuscript. This report will follow the manuscript guidelines used by the Canadian Journal of Public Health (including formatting, word limits, and referencing style: <http://journal.cpha.ca/index.php/cjph/about/submissions>). Students are encouraged to seek feedback from their preceptors as they develop their reports. Grading criteria for the written report are available on D2L. Note that students must complete the course on Research Ethics (CORE) Tutorial and include the certificate of completion in the appendix of their final report as well as the (<http://www.ucalgary.ca/research/research-services-office-rso/ethics-compliance/tcps2-core-tutorial>) as well as the CIHR Sex and Gender in Health Research Courses 2 and 3 <https://cihr-irsc.gc.ca/e/49347.html> and include the certificate of completion in the appendix of their final report.

## **6. Class and Fieldwork Participation (fall and winter semesters)**

Marks for active participation during student presentations will be awarded based on constructive contribution to class discussion and submitting thoughtful questions about 5x methods workshop readings.

Marks for fieldwork participation will be awarded based on the student providing a record of hours spent on fieldwork activities and a brief paragraph summarizing oral feedback received from the preceptor/members of the preceptor's research team regarding the student's overall fieldwork performance.

### *Assignment Submission*

1. Specific instructions for each written assignment are provided in the grading criteria guidelines. All

assignments must be "typewritten", and written in formal, academic style. Students are encouraged to use referencing software such as Reference Manager or Endnote. Instructional workshops on using referencing software are offered at the Health Sciences Library and on main campus.

2. In accordance with the Freedom of Information and Protection of Privacy Act (FOIP), students should identify themselves on written assignments by placing their name on the front page and their ID number on each subsequent page.
3. Students must submit one electronic copy (i.e. on D2L) of all assignments. All written assignments should be uploaded as a Microsoft Word file with the student's **full name and name of the assignment** included in the filename.

#### **A Note regarding Writing Assignments:**

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2020-21 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

#### **Grading Scheme:**

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

#### **Missed Components of Term Work:**

Students may lose 5% per day late past the deadline for late submissions.

Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious

reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### **Course Evaluations and Student Feedback**

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine ([kurz@ucalgary.ca](mailto:kurz@ucalgary.ca)).

### **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.

### **Attendance**

Students are expected to attend all in-person and online synchronous lectures, consistent with the course goal of building a research community.

### **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>.

**Students are expected to take notes during class and should not rely solely on material supplied by the instructors.**

### **Use of Internet and Electronic Communication Devices in Class**

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

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/electronic-communications-policy.pdf>.

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **Copyright**

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://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 unauthorized 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **Instructor Intellectual Property**

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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.

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with->



[disabilities.pdf](#) ). 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.

SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/) .

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.

For information of the Student Academic Misconduct Policy and Procedures, please visit; <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>  
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **Recording of Lectures**

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

### **Freedom of Information and Protection of Privacy Act**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **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 I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and

timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

### **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 (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

### **Student Ombuds' Office**

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)

### **BHSc Student Faculty Liaison Committee (SFLC)**

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

### **Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto:medrep2@su.ucalgary.ca).

### **Student Success Centre**

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

### **Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

## **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 <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.

## **STUDENT AND PRECEPTOR GUIDE TO THE FIELDWORK/PRACTICUM COMPONENT OF HSOC 408**

The fieldwork component of HSOC 408 gives students a distinct and extensive opportunity to use and solidify knowledge and skills gained through the classroom portion of this course by working collaboratively with “real-world” researchers in a variety of settings, from community organizations to academia. This portion of the course is intended to prepare students for their 4<sup>th</sup> year honours thesis project where they will be required to plan, conduct and write up a piece of independent research.

Students will be provided with information about the fieldwork practicum placements on the first or second day of the fall semester. By the end of the second week of the fall semester students will identify three preceptors/projects of interest and submit these to the instructors. Students will be matched with one of their selected preceptors and are expected to contact their preceptor within one week of being matched.

During the **fall semester**, the student will become familiar with their chosen area of research. Students will use their scheduled fieldwork hours to meet with their preceptor and/or research team and engage in a variety of learning activities such as reading project proposals and relevant published literature, attending research meetings/journal clubs, participating in discussions about project planning and data gathering. Students will be required to make a presentation about their chosen research area and project, and the team with whom they are working, **late in the fall semester (i.e.**

**November/December)**. The purpose of the presentation is to demonstrate an understanding of research questions, methods, ethical considerations and context. During the **winter semester**, the course focus will be on students working on their research project to complete activities described in their fall semester presentation and corresponding research proposal. Both the preceptor and course instructors will monitor student progress. By the end of winter semester, preceptors will be asked to provide verbal feedback to the student pertaining to the student's level of engagement, initiative and professionalism.

The student's final assignment for the fieldwork practicum component of the course is a research report on a topic deriving from research being conducted by the preceptor. This will be presented as both a written report and an oral presentation in **March/April of winter term**.

Throughout the course, students should apprise their course instructors of their progress with their research including any difficulties in communication or scheduling with preceptors/research teams.

## **STUDENT'S FREQUENTLY ASKED QUESTIONS**

### **1. When and how do I choose my preceptor?**

You will be provided with a list of field preceptors and brief descriptions of their research, at the beginning of the course. You will choose three potential preceptor projects that interest you. You

will be assigned to preceptors based on your 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> preferences. You are then required to contact the preceptor to arrange a meeting.

**2. What questions should I ask my field preceptor when I first meet them?**

When you first meet your preceptor, you should ask about their program of research. Ask specifically about the role that they see you playing and the topic on which you will concentrate. Ask the preceptor to provide you with resources related to the topic such as a study protocol or a list of publications/articles. Ask about supplemental activities, for instance, seminars or journal clubs, in which you could participate. After the meeting, you should have a clear picture of the aims and objectives of your preceptor's research.

**3. What am I expected to submit at the end of my field practicum?**

The final product of your fieldwork practicum will be a research report due in April. In the **fall semester** you will be expected to become familiar with your preceptor's area of research, meet the research team and engage in activities such as reading project proposals, attending team meetings, participating in discussions about planning and conducting your project. You will be required to make a presentation to the class in **November/December** on the project you will be undertaking where you are expected to show understanding of the research questions, methods, ethical considerations and context. Correspondingly, you will submit a written research proposal at the end of fall term.

During the **winter semester**, you will take a greater part in your preceptor's research program in order to become familiar with the processes of research. Your activities might take the form of basic data gathering, analysis, searching the literature and attending team meetings. The main assignment for winter semester will be a research report on a topic related to your preceptor's research. This will be presented in both oral and written format in March/April.

**4. How much time per week should I spend on my field practicum?**

In the **fall semester**, you are expected to spend at least 3 hour per week on your practicum. This should include meeting with your preceptor, their research team, subsequent research meetings, reviewing material provided by your preceptor and preparation for your oral presentation in November/December. In the **winter semester**, you are expected to spend at least 10 hours a week on your practicum. This should include ongoing meetings with your preceptor and team, your research activities such as data gathering and work on your research report. This time excludes class time and individual meetings with course instructors.

**5. How will my work on my field practicum be assessed?**

In the **fall semester** assignments relating to the field practicum include your written research proposal and your first oral presentation and in the **winter semester**, assignments relating to the field practicum include your written research report and your second oral presentation.

**6. What happens if I have to change the topic of my research and start a new one?**

Bear in mind that research is an evolving process and the "tilt" of projects often change somewhat. If you and your preceptor decide to change your research topic dramatically, please make an appointment with one of the instructors to discuss the feasibility of, and transition to, the new topic and your revised timeline.

**7. If my preceptor has questions who should they contact?**

You should refer your preceptor to a course instructor.

**8. If I have communication problems with my preceptor, who should I contact?**

You should initially discuss the matter with one or both of your course instructors who will recommend a course of action.

**9. If my preceptor is not giving me enough guidance who should I contact?**

You should initially discuss the matter with your preceptor. If the problem continues then consult your course instructors.

**10. How often should I meet with my preceptor?**

After your initial meeting, you and your preceptor should negotiate a meeting schedule that is convenient to both of you. There is no minimum number of meetings required; the schedule should work for both of you. Researchers are busy and it is important that you endeavor to meet at your preceptor's convenience. In addition, it is advisable that you have up-to-date contact information for your preceptor in the event that you cannot attend scheduled meetings. **If your preceptor is not located at the University of Calgary or Health Sciences campuses, it is your responsibility to travel to meet him/her or to negotiate an alternate meeting place.** Again, professionalism in communication is of utmost importance.

**11. Can I be paid for activities I undertake as part of my fieldwork?**

Fieldwork is a course requirement for HSOC 408, and, therefore, you cannot be paid for this work. If you currently undertake paid work for a preceptor (e.g., research assistant, summer studentship work), it is the responsibility of you and your preceptor to ensure that this work remains independent from the fieldwork undertaken as part of the course. Stated differently, fieldwork undertaken as a student, and work undertaken as an employee, must be kept separate. It is the student's responsibility to inform instructors of situations where an employer will also act as a preceptor.

**12. How much feedback should I expect to receive from my preceptor?**

The amount of feedback you receive from your preceptor should be negotiated and will depend on the learning style of the student and the supervisory style of the preceptor. Student performance during the fieldwork is assessed through two oral presentations, one written proposal and one written report. Students should not receive editorial feedback on work to be submitted for grading (including draft or final documents). The preceptor is encouraged to provide general feedback about grammar, punctuation, sentence structure, spelling, layout and content and this feedback should be presented verbally or written as a summary. The preceptor should not correct/revise the student's written drafts. Stated differently, student fieldwork that contributes to the student's written proposal and report should be considered separately from the written assignments submitted for grading purposes as it is important that assignments submitted for grading reflect the knowledge and writing ability of the student.

## **FIELD PRECEPTORS FREQUENTLY ASKED QUESTIONS**

**1. What are the aims and objectives of this course?**

The primary aim of this course is to provide Health and Society students with a **basic understanding of health research processes as application of research skills**. The course is designed to develop the competencies, knowledge and research skills necessary to undertake an honours thesis. Although opportunities will be available to join clinical research teams, a majority of the research activities

will align to the 3rd and 4th pillars of health research as identified by the Canadian Institutes of Health Research (CIHR):

1. Biomedical
2. Clinical
3. Health Services and systems
4. Population and public health

While the University of Calgary supports the value of all four pillars, our Health and Society stream emphasis is on evidence and practices which align with policy, health services and systems research, and population and public health and manifest as practice enhancement and health improvement. Finally, this course encourages students to integrate theoretical and methodological elements from their respective areas of concentration (i.e. sociology, psychology, anthropology, geography, political science or disability studies) into their health focused research.

**2. When will I meet my student?**

Research practicum project summaries will be posted on the course website/shared with students during the first week of the fall semester and your prospective student will contact you by the third week of September.

**3. What information should I give my student when I first meet them?**

The student will initially require general information about your research program, including project proposals/protocols, pertinent reviews of the literature, ethics applications and any other material that you believe is relevant. Some preceptors find it useful to refer the student to other members of their research team for further support and information. You should also inform the student about additional research activities occurring at your research site - such as journal clubs, workshops or research seminars – in which they may participate.

**4. What is the student expected to produce, how will the student's work be assessed, and how will I be involved in the assessment?**

The student will complete six formal assignments for assessment during the course (as tabulated below) and your input on five of these is very valuable. Your student will show you drafts of their research proposal (fall semester) and research report (winter semester), and you are encouraged to provide general feedback about grammar, punctuation, sentence structure, spelling, layout and content. This feedback should be presented verbally, or written as a summary. The preceptor should not correct/revise the student's written drafts. Stated differently, student fieldwork that contributes to the student's written proposal and report should be considered separately from the written assignments submitted for grading purposes as it is important that assignments submitted for grading reflect the knowledge and writing ability of the student. Further, the preceptor is encouraged, although not required, to attend and comment on the student's in-class research presentations. Your student will provide you with date, time and location details. Finally, at the end of the research practicum, preceptors are asked to meet with their students to provide them with verbal feedback on their overall performance. Students will use your feedback as part of their self-report about their fieldwork performance.

Assessment	Month	Evaluator	Preceptor input	Weight
1. Student workshops	September - December	Instructors	No	15%

2. Written proposal	December	Instructors	Yes	20%
3. Oral presentation 1	November/December	Instructors	Yes	10%
4. Oral presentation 2	March/April	Instructors	Yes	15%
5. Written report	April	Instructors	Yes	30%
6. Class and fieldwork participation	September - April	Instructors	Yes	10%

**5. How much time should I spend with the student, and how much time is the student expected to spend on the fieldwork?**

In the **fall semester**, students are expected to spend **at least three hours per week** on their research fieldwork. This time should include meeting with you, attending research meetings, reviewing background material related to your research and writing their research proposal. In the **winter semester**, students are expected to spend **at least 10 hours per week** on their fieldwork. This should include ongoing meetings with you and your research team, agreed upon research activities such as reviewing literature, gathering and/or analyzing data, and writing their research report. These hours exclude class time and individual meetings with the instructors.

**6. How much feedback should I give my student?**

The amount of feedback you provide your student should be negotiated and will depend on the learning style of the student and your style of supervision. It is up to your student to help you anticipate their course work requirements and deadlines and where your feedback is needed. Again, your input into the student's two written assignments, two presentation assignments, and overall fieldwork performance are very valuable. Please provide general feedback on your student's work, verbally and/or as a written summary, as often as fits with your style and schedule.

**7. If I have a question who should I contact?**

You should contact one of the course instructors

**8. If I have communication problems with my student who should I contact?**

If there is an ongoing failure of communication between you and the student, such as failure on the student's part to keep you apprised of their progress or incorporate your feedback, you should contact one of the course instructors.

**9. If the student is not spending enough time on the field research who should I contact?**

If the student's level of participation in their fieldwork does not meet your expectations, you should bring your concerns first to the student's attention. If the situation does not improve, you should schedule a meeting with the course instructor and the student.

**10. Are students paid for the work they undertake as part of their fieldwork?**

Fieldwork is a course requirement for HSOC 408; therefore, students cannot be paid for this work. If a student is currently undertaking paid work for you (e.g., research assistant, summer studentship), it is the responsibility of the student and preceptor to ensure that the paid work remains

independent from the fieldwork undertaken as part of the course. Stated differently, fieldwork undertaken as a student, and work undertaken as an employee, must be kept separate.

**11. Is ethics approval required for student projects?**

Most research projects in which students become involved will already have ethics approval. However, it is up to the preceptor to ensure that the student's involvement in the project is covered by their most recent approved ethics application. Amendments to ethics applications might be needed in order to allow students to be involved in the collection of data or to have access to data or other personal information. Some projects, such as those undertaken for quality improvement in a service setting, or those that do not involve primary data collection (e.g., literature reviews), may not require ethics approval. Nevertheless, it is the responsibility of the preceptor to determine whether ethics approval for the student's involvement is required. **Given the time limited nature of this course, we discourage preceptors from offering projects to students that require a full ethics review (i.e., new ethics applications). The course instructors should be notified of such instances.**

**12. What if funding for a student project is pending?**

**Preceptors should only offer projects to students that are already funded or that do not require funding.** In the past, some students have invested considerable time in projects where grant funding is pending, but the preceptor has not been awarded the grant. It was then necessary for the student to find an alternative project, which can be stressful for the student and preceptor.

**In conclusion, your preceptorship “brings to life” the methodological content taught in this course and we are immensely appreciative for your work.**



## Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The exam dates are firm and will not be altered.

Fall term: Tuesday September 8- Wednesday, December 9, 2020

Class times: Tuesday and Thursday, 1100-1345

Schedule Colour Codes:

Instructor Lectures

Guest Lectures

Student Presentations

DATE	TOPIC	INSTRUCTOR	READING	LOCATION
08-Sep	Intro to inquiry: Course Introduction	Dr. Lashewicz Dr. Hendrikse		HS1405B
10-Sep	From problems to questions	Dr. Lashewicz	Chs. 1-4	HS1405B
15-Sep	Ethnography as qualitative methodology	Dr. Lashewicz	Chs. 9 & 10	HS1405B
17-Sep	Principles of literature searches	Ms. McClurg	Ch. 5	HSL 1460 or zoom
22-Sep	Ethnography cont'd.	Dr. Lashewicz	Chs. 11-13	HS1405B
24-Sep	Quantitative Approaches I	Dr. Beran	Chs. 4 & 5	zoom
29-Sep	Quantitative Approaches II	Dr. Beran	Chs. 7&8	zoom
01-Oct	Fieldwork			
06-Oct	Pluralism and research; workshop requirements review	Dr. Hendrikse		HS1405B
08-Oct	Methods workshops 1 & 2	Ms. Zhang Mr. Seidel	Student assigned	zoom
13-Oct	Mixed Methods Research	Dr. Crump	Chs. 26 & 27	zoom
15-Oct	Methods workshops 3 & 4	Ms. McLennan-Dillabough Ms. Jiang	Student assigned	zoom
20-Oct	Fieldwork			
22-Oct	Methods workshops 5 & 6	Ms. Hahn Ms. Fry		zoom
27-Oct	Views from Grad School: ppt. and elevator conversations	Ms. Aboumrar & Mr. Boayke-Yiaddon		zoom
29-Oct	Methods workshops 7 & 8	Ms. Cooke Ms. Aryal		zoom
03-Nov	Research Methods in Healthcare delivery	Ms. Arndt		zoom
05-Nov	Methods workshops 9, 10 & 11	Ms. Anchetta Ms. Alatorre Ms. Adel		zoom

17-Nov	Community engaged research (11am – noon) Research process: Academic Writing Workshop	Dr. Milaney Dr. Hendrikse	Ch. 28	zoom HS1405B
19-Nov	Quantitative data collection/ management/workflow	Mr. Wagner	Chs. 10 & 11	zoom
24-Nov	Fieldwork			zoom
26-Nov	Review of oral presentation and proposal requirements	Dr. Hendrikse		HS1405B
01-Dec	1 <sup>st</sup> Oral Presentations	Dr. Lashewicz Dr. Hendrikse	Adel; Alatorre; Anchetta; Aryal	zoom
03-Dec	1 <sup>st</sup> Oral Presentations	Dr. Lashewicz Dr. Hendrikse	Cooke; Fry; Hahn; Jiang	zoom
08-Dec	1 <sup>st</sup> Oral Presentations	Dr. Lashewicz Dr. Hendrikse	McLennan- Dillabough; Seidel; Zhang	zoom

Winter class times: Mondays 1600-1750  
Monday, January 11- Thursday, April 15

DATE	TOPIC	LOCATION
11-Jan	Winter semester overview	HS 1405B
18-Jan	Fieldwork	
25-Jan	Fieldwork	
01-Feb	Research in progress troubleshooting	Zoom
08-Feb	Fieldwork	
22-Feb	Research in progress troubleshooting	HS 1405B
01-Mar	Fieldwork	
08-Mar	Class review of final report and oral presentation requirements	HS 1405B
22-Mar	Fieldwork	
29-Mar	Oral presentation 2: McLennan-Dillabough; Seidel; Zhang; Jiang	HS 1405B or zoom
05-Apr	Oral presentation 2: Cooke; Fry; Hahn; Aryal	HS 1405B or zoom
12-Apr	Oral presentation 2: Adel; Alatorre; Anchetta	HS 1405B or zoom