



**CUMMING SCHOOL OF MEDICINE
GRADUATE COURSE OUTLINE**

COURSE TITLE: Social Construction of Personal, Professional and Political Discourse in Health and Disability			
Course	CORE 633		
Pre/Co-Requisites	None		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Dr. Nancy Marlett	Email	marlett@ucalgary.ca
Office Location	TRW 3D13	Office Hours	By appointment
Instructor Email Policy	Student emails will be answered in the week received.		
Telephone No.	403-220-5657		
TA Name		Email	
Class Term, Days	January 13 – April 15, 2020, Tuesday		
Class Times	Evenings or as convenient for students		
Class Location	Online and in person (rooms TBA)		

COURSE INFORMATION/DESCRIPTION OF THE COURSE
Constructivist exploration of engaging patients and persons living with disability in research and health care. This is a collaborative learning experience where students, peer researchers and health care professionals support each other in applying the science of engagement to their research co design (graduate students), quality improvement projects (health care professionals) and publication (peer researchers).
LEARNING RESOURCES/REQUIRED READING
Readings from the book manuscript: Science of Engagement about the principles, theory and methods in health and disability research. Other articles and research reports will be provided or located by students based on their personal research.

COURSE OBJECTIVES/LEARNING OUTCOMES

Learners will

- Become part of the development of the emerging science of patient and citizen engagement through testing concepts, theory, methods.
- Apply principles, theory and methods to co design, research and practice.
- Provide a safe space of for students, patient researchers and health care providers to explore new roles and relationships.

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	90-94	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.70	85-89	Very Good Performance
B+	3.30	77-84	Good Performance
B	3.00	72-76	Satisfactory Performance
B-	2.70	68-71	Minimum Pass for Students in the Faculty of Graduate Studies
C+	2.30	63-67	All grades below ‘B-’ are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements

Assessment Components: The University policy on grading related matters is outlined in the [2019-2020 Calendar](#).

Assessment Methods	Description	Weight %	Due Date <u>and</u> Time
Presentation of paper	Submit for discussion an proposal for a publication of a research report (with a tentative publisher), a proposed thesis topic or a Quality improvement project	10	Due Week 2

Presentation of paper	Conduct 5-10 minute discussion of 2 page paper on the Relevance of standpoint theory Assignment. Template provided	15	Due Week 5
Presentation of paper	Conduct 5-10 minute discussion of a 2 page paper on the relevance of Engagement theory for research publication and co design of CHS thesis proposals	15	Due Week 7
Presentation of paper	Conduct 5-10 minute discussion of a 2 page paper on the relevance of Experience theory for research publication and co design of CHS thesis proposals. Include references and additional sources	15	Due Week 9
Presentation of paper	Celebration and presentation of publication proposal or theory and methods section of topic.	30	Due Final Class
	Participation and final evaluation of course	15	

ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS:

Participation is required as this course is discussion based.

GUIDELINES FOR SUBMITTING ASSIGNMENTS:

Assignments are due on the specified date by 9 AM.

FINAL EXAMINATIONS:

There is no formal final examination

LATE AND/OR MISSING ASSIGNMENTS:

Students who hand in assignments late will be penalized 5% per day for handing in late.

Assignments that are handed in 14 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 Course Coordinator 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.

Is a passing grade on a particular component essential to pass the course as a whole? NO

COURSE TIMETABLE		
Course Schedule Date	Topic & Reading	Assignments/Due Dates & Times
<p>These classes will be conducted either in person or by online classrooms. Students are invited to work in pairs or small groups to work on their assignments that will apply engagement principles, theories and methods. Peer researchers bring experience conducting patient and community engagement research and an interest in publishing their results. Students will bring an interest in co designing their ethics proposals. Health care professionals bring an interest in expanding their options for engaging patients in care.</p> <p>The content for this course is based on manuscript section of a book about the science of engagement along with materials from citizen science, patient engagement and participatory grounded theory research publications and reports.</p>		
January 13 - 17	<p>Introduction to the course with 3 minute public narrative from each student about why they are committed to engagement. Introduce evaluation process. Establish working groups, assignments and topics.</p> <p>An overview of emerging science of engagement and related science frameworks such as Citizen Science.</p> <ul style="list-style-type: none"> • Health capacity building and changing roles and relationships (introduction) • Current examples of engagement in health and disability.(Chapter 1) <i>Where are you and where have you been based on a social construction of community rehabilitation and health.</i> <p>High level review of PaCER – by peer researchers.</p>	N/A
January 20 - 24	<p>Introduction to the science of engagement (Chapter 2) <i>Using current examples of science, discuss how the science of engagement is located within conventional health research and critical theory and social justice methods in CRDS.</i></p> <ul style="list-style-type: none"> • Application of the canon of the science of engagement and discussion of the role of 	As per Assessment Section

	<p>knowledge, role of the participant and the methods that underlie this science.</p> <ul style="list-style-type: none"> • Evaluation of how the science of engagement meets the requirements for a science <p>Potential impact of this science on current practice and policy within health and community rehabilitation.</p>	
January 27 - 31	<p>Intoduction to Engagement: Shared priniciples, divergent methods and new theory <i>Group discussion of project proposals and supports needed.</i></p> <ul style="list-style-type: none"> • Engagement Motivation to Engage at a personal, professional and political level (Tamara) • History, Stucture, Challenges, and Impact of engaged research • Engagement best practices. Acts of Engagement across the spectrum of research, interventions and supports. How to build these into protocols and grant proposals 	N/A
February 3 - 7	<p>Standpoint theory: the underlying goal for a Science of Engagement. <i>Group understanding of the elements of a patient and disability standoint. Group work to write a standpoint for your group. Where is your work located on the standpoint grid. How does it inform your work?</i></p> <ul style="list-style-type: none"> • Definitions and scope of standpoint theory • How standpoint relates to patient and disability experience, research and collective action <p>Using the standpoint grid in research, promoting empowerment and collective action.</p>	N/A
February 10 - 14	<p>Discussion of standpoint theory presentations and follow up questions. <i>These are the first of the theory to practice presentations.</i></p>	As per Assessment Section
February 17 - 21	Reading Week – No Classes	
February 24 - 28	<p>Theories and methods of Engagement in Research: Narrative research, Participatory research, Participatory grounded theory.</p>	N/A
March 2 - 6	<p>Discussion of Engagement theory presentations and follow up questions.</p>	As per Assessment Section

March 9 - 13	<p>Theories of Experience: <i>A workshop on standpoint theory and salutogenic tools that can be used in co design, project planning and publication.</i></p> <p>Salutogenesis and standpoint theory that support the need for consumer expertise.</p> <ul style="list-style-type: none"> • Salutogenesis and pathogenesis, finding your research question (stressors and resources) and theoretical testing of the results and theory (sense of coherence). Understanding health promotion from an action perspective • Standpoint theory: Using general understanding of standpoint to direct your research and project focus <p>Use of the standpoint grid and transitions in research and practice.</p>	N/A
March 16 - 20	<p>Discussion and presentation of standpoint, salutogenic and/or other experience based theory as theories of experience inform your project.</p> <p>Apply and present theories of experience to patient publication and student co design</p>	As per Assessment Section
March 23 - 27	Check in sessions for individual or group help with projects.	N/A
March 30 – April 3	<i>Due Final class. Celebration and presentation of publication, co design or project.</i>	As per Assessment Section

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/electronic-communicationspolicy.pdf>.

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS

Media recording for lesson capture

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 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 <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.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 <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 (<http://www.ucalgary.ca/provost/students/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 (Room 370, MacEwan Student Centre), <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> and the Campus Mental Health Strategy website <https://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: <https://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: <https://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 <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.