



**CUMMING SCHOOL OF MEDICINE
GRADUATE COURSE OUTLINE**

COURSE TITLE: Foundations of Health Services Research			
Course	MDCH 660		
Pre/Co-Requisites	Admission to the Community Health Sciences Graduate Program or consent of the program/instructor.		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Dr. Deirdre McCaughey	Email	deirdre.mccaughey@ucalgary.ca
Office Location	TRW W21C GD20	Office Hours	By email
Instructor Email Policy	Emails sent to instructor and TA will be responded to at earliest possible time. All email inquiries are welcome to both instructor and TA.		
Telephone No.	403-210-7541		
TA Name	Bria Mele	Email	bria.mele@ucalgary.ca
Class Term, Days	Winter 2020, Wednesday		
Class Times	16:00 – 18:50		
Class Location	HSc G732		

COURSE INFORMATION/DESCRIPTION OF THE COURSE
<p>Course Description: 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 access to health care, the quality and cost of health care, and ultimately our health and well-being.”</p> <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</p>



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

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 and Time
Reading Integration and Application (RIA) Assignment (6)	The course includes 6 individual assignments as reflective papers. Each will be worth 5%, cumulatively amounting to 30% 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).	30%	Jan 22 nd , 4pm Jan 29 th , 4pm Feb 26 th , 4pm March 11 th , 4pm March 25 th , 4pm April 1 st , 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%	March 4 th (written assignment in class presentations)

Knowledge Translation Assignment	10% for assignment. Students will write a knowledge translation plan for their thesis work, or a research/work project. The written assignment will be 5 pages maximum (double spaced).	10%	March 26 th 12am (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 8 th (in class presentations) April 9 th 12am (written assignments)
Class Participation	A course participation mark will be assigned to the students based on their involvement in classroom discussion and attendance at lectures. All sessions are mandatory and will contribute to this overall participation component.	10%	-

ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS: All sessions are mandatory and will contribute to this overall participation component.

GUIDELINES FOR SUBMITTING ASSIGNMENTS: Assignments (other than the Reading Integration and Application Assignments) are due on the specified date by midnight. Students will hand in assignments via assignment specific Dropbox folders on the course D2L.

The Reading Integration and Application Assignments are due before class (4pm) on their respective due dates, and will be handed in 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 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 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.

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

Course Schedule Date	COURSE TIMETABLE		
	Topic & Reading	Instructor	Assignments/Due Dates & Times
Week 1 (Jan 15)	Introduction to Health Services Research and the Triple/Quadruple Aim Introduction to Bi-weekly assignments & grading; review of course syllabus and structure	Deirdre McCaughey	
Week 2 (Jan 22)	Canadian and International Health Care Systems Introduction to QI Assignment	Dave Campbell Deirdre McCaughey	RIA assignment 1
Week 3 (Jan 29)	Canadian Health Information Holdings and Analysis	Amy Metcalf	RIA assignment 2
Week 4 (Feb 5)	Quality-of-Care I	Michael Suddes & Erin Barrett	

Week 5 (Feb 12)	Quality-of-Care II	Michael Suddes & Erin Barrett	
Week 6 (Feb 19)	READING WEEK		
Week 7 (Feb 26)	Evaluation of Health System Performance	Stafford Dean	RIA assignment 3
Week 8 (March 4)	Student Presentations Introduction to KT Assignment	Class Members Deirdre McCaughey	Quality Improvement Assignment due
Week 9 (March 11)	Barriers to Equal and Equitable Healthcare Access	Dave Campbell	RIA assignment 4
Week 10 (March 18)	Knowledge Translation Introduction to Health Policy Assignment	Jayna Holroyd- Leduc Deirdre McCaughey	KT assignment
Week 11 (March 25)	Patient Reported Outcomes e-Patient Reported Outcomes (e-PRO)	TBD TBD	RIA assignment 5
Week 12 (April 1)	Patient Safety After Adverse Patient Events: Systematic Systems Analysis	Dr. Jan Davies and Carmella Steinke	RIA assignment 6

Week 13 (April 8)	Course Evaluations In-class debate – policy paper assignment Final Review – questions/answers	Class	Health policy assignment due
Week 14 (April 15)	Career Panel	TBD	

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

COPYRIGHT

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<https://library.ucalgary.ca/copyright>)

A NOTE REGARDING INSTRUCTOR INTELLECTUAL PROPERTY

Generally speaking, 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

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 suypaca@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.