

CORE 591
Advanced Study Topics in Community Rehabilitation
Health and Disability Research Innovation

Instructors:

Dr. Nancy Marlett
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Innovators: Dr. Marianne Rogerson, Nathan Owen, Shaneel Patak, Dr. Tamara McCarron

Office Hours/Policy on Answering Student Emails

During block week, I am available from 8:30 am to 9:00 am by email. Please note that all course communications must occur through your @ucalgary email with the subject line "INNOVATION". I will respond to emails sent via student's @ucalgary emails. From September 4 to October 10, I will be available via Zoom for drop in Monday evenings from 6:00 -7:30 pm.

Time and Location:

Monday – Friday, 9:00 – 5:00 pm via Zoom / D2L

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Prerequisite/Co-Requisite:

54 units

Calendar Description:

Advanced study topics in community rehabilitation.

Detailed Description:

Exploring how patients and persons with lived experience can become partners in transforming practice and research in community health and health care systems through innovative peer research.

The course is grounded in daily casebook studies related to program or service categories within their topic health system, for example: your choices of program or service categories in a Breast Cancer system might be drawn from PCN diagnosis and treatment; surgery; psychosocial oncology programs at the hospital; community inclusion programs such as Wellspring; and, peer support groups. The programs need not be local but represent the program category. The casebook follows a design-thinking process that will lead students through daily theory-based analysis of these programs to identify an idea that might lead to a social innovation. The last day is a class workshop on developing a social innovation idea as a proposal to stakeholders.

Overarching Theme

Persons with lived experience make significant but often unrecognized contributions to social innovation in health. For this course, social innovation is defined as changes in roles and social organizations (programs, treatments, policies) that impact the way people see themselves and relate to each other. Students will learn about the opportunities and contributions made by peer research and peer support and how they can integrate peer support and research into their practice. This course as social innovation, informs emancipatory health science and community rehabilitation and disability studies practice.

Global Objectives

- Expand understanding of patients and persons with lived experiences (PWLE) as partners and researchers
- Analyze case studies using design thinking and systemic study of roles, relationships and programs through emerging emancipatory theories in health and health care.

Course Learning Outcomes

By the end of this course, students will be able to:

1. Use discourse analysis of websites and peer research reports to study roles, relationships and organizations in health systems.
2. Explain how patient experience and expertise can inform health and disability theory, practice and research, and policy
3. Use design-thinking and emancipatory theory to analyze a case study
4. Differentiate between system levels (science, medical treatment, continuing care, psychosocial rehabilitation, community inclusion and natural and peer supports) using online resources and programs
5. As individuals or groups, produce a systemic analysis of the case study
6. Build, through casebook analysis, an understanding of design thinking
7. Demonstrate sensitivity to patient and PWLE values and aspirations
8. Prioritize patient roles within health relationships and programs

Learning Resources

Materials consist of chapters of an innovation manuscript and online open access materials. Readings and links are available on D2L. Each day's materials will be available online no later than 5 pm the day before. During block week, resources are limited. Options for use during the competition of the block week case book analysis are available on D2L. The chapters from the manuscript are not for distribution.

Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for teaching and 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 CORE 591 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:

Assignments are based on competencies demonstrated in producing a case study of social innovation in health. Details of assignments are included in the case book. In general, the evaluations relate to the three stages of the course: pre-session, block week and final written case study report.

1. Pre-session preparation. Pre-course readings and course preparations in the case book. Students are expected to have chosen a topic from peer research reports or articles. They are also encouraged to locate programs or services within that topic in preparation for the case study that guides the block week course. Students are encouraged (but not required) to submit their topic and a brief description by August 27th to allow time to provide feedback if needed before students start block week; this submission is ungraded.
2. Daily evaluation to ensure that each student receives formative feedback during the block week. Each day students work on the assignment in the case book and submit it for formative evaluation. Monday, Tuesday and Wednesday assignments are due each evening by 6 pm. Each daily (Day 1-3) block week assignment is worth 10% for a total of **30%**. They will be reviewed and marked by the following day. An additional assignment worth **10%** for the day five workshop will be due the Monday following the end of class (Monday, September 7th).
3. Final assignments consist of two projects
 - a. Completed Casebook study and summary (**30%**). The final case book is evaluated based on the updated and completed content and summary analyses in the Casebook
 - b. Develop a personal manifesto or theory of practice of one the following topics (**30%**)
 - i. Innovation
 - ii. Peer support and research
 - iii. Design thinking
 - iv. Systemic understanding of health care
 - v. One of the theories introduced in the course

This is an 8-10 page paper using APA style that delves into your topic from current literature and online materials from your perspective as a soon to be graduate of the BCR program.

A passing grade on the case study is required to pass this course.

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 Community Rehabilitation 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:

Assignments are required to be submitted on time to enable students to progress to the next stage. Assignments not done on time mean that the group will not be able to progress to the next day

Extensions will NOT be granted on assessments for CORE 591. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. 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).

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. Because the course is a group analysis of a health care system, students need to work together every afternoon (or other time within the structure of the course, *e.g.* evening, before class). Students, because they are in groups of 8 can meet in person or using their own social media platforms. Students must, however, be linked to the instructor for questions and check in

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 or on D2L, 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 must attend classes and group sessions to be able to complete their block week expectations.

Conduct During Lectures/Seminars

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

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/.

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>

Media recording for lesson capture

Zoom lectures/presentations will be recorded for students and posted in Brightspace / D2L media. These recordings may be used for other classes where appropriate or used for course development with distance learning teams. No student images or voices are expected to be recorded as the question period will take place after the presentations are complete.

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	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

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/ or email ombuds@ucalgary.ca

Student Union (SU) Information

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

Class Schedule

The following is a list of topics, activities, readings and assignments for each segment of the course. The details and links to readings and assignments are listed in detail below the chart. Formal articles are either linked or are available on D2L. Optional readings for the final assignments are included at the end of the course.

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 final assignment submission dates are firm and will not be altered.

Daily Schedule for Day 1-4 during block week includes the following elements

- Pre-reading and activities to prepare for the day.
- **9:00 am** A short lecture about the theory of the day
- **9:45 am** Time with an innovator who represents the design stage and the theory for the day
- **10:45 am** Questions related to how to apply the materials to your topic and case book analysis
- **11:00 am** Begin group activity to practice the concept and the skills needed
- Lunch and continue with group activity
- **1:30 pm** Independent time for casebook research and analysis
- Prepare daily assignment - Daily casebook to hand in by 6 pm.

Pre-session - Preparation for the Block week

Because this is an experiential course, you need to choose a topic for your case study. The course is designed to be done either individually or with a small group who can share the casebook work.

Readings:

1. Read Newsletter for today D2L and email
2. Read prologue of the manuscript on D2L
3. Read health systems from a patient perspective manuscript on D2L (link)
4. Visit Greenbank website <https://www.greenbank.org.uk/about-greenbank/history-of-greenbank/>
5. Choose a topic and read the peer research report of your choice on prism <https://prism.ucalgary.ca/handle/1880/109933>
6. Browse the internet to find health-related programs about your chosen topic e.g. breast cancer, chronic illnesses, physical disability, post-traumatic stress.
7. Submit your topic and a brief description to Dr. Marlett.

This will not be marked, but you are asked to submit this so that you can receive feedback if needed prior to the course. Cut and paste your pre session case book section into the assignment section by Aug 27.

Day 1, August 31: Learn about issues from a systems perspective

Health care systems from a patient and disability perspective. Dr. Nancy Marlett

Today we focus on researching and analyzing patient roles and relationships in the health systems from a patient perspective

Readings:

1. Please see above pre-session readings

Assignment: Complete day 1 casebook assignments (10%) due today by 6 pm

Access to Day 2 materials available at 6 pm September 1

Day 2, September 1: Focus on patient experience

Salutogenesis theory as patient experience and expertise. Dr. Nancy Marlett and Nathan Owen, peer researcher

The use of theory to analyze the impact of health care environments and innovations in peer support programs.

Readings:

1. News of the day two
2. Visit Wellspring Website: www.wellspringcalgary.ca
3. Read article written by peer researchers from Wellspring on D2L
4. Patient experience from salutogenesis chapter on D2L
5. Find article on salutogenesis that relates to your subsystem

Assignment: Complete day 2 of the case book to understand social impact of salutogenic peer support programs (10%) due 6 pm September 1

Access to Day 3 materials available at 6 pm September 1

Day 3, September 2: Expand and explore options for change

A novel theory of patient and disability standpoint theory. Dr. Nancy Marlett and Dr. Marianne Rogerson

In day 3, this theory provides a way to analyze how situations impact experience and the potential of change at personal, relationship and program levels.

Readings:

1. News of day three online
2. Short reading on theory related to social change and emancipatory social science on D2L
3. Manuscript on standpoint theory D2L
4. Reading on novel COVID-19 from a choice on D2L
5. Review the theory in the article on Hidden Pathways through chronic illness PRISM@Ucalgary

Assignment: Complete day 3 of the casebook to apply patient and disability standpoint theory to note directions for change for emerging social innovation (10%) due 6 pm September 2

Access to Day 4 materials available at 6 pm September 2

Day 4, September 3: Embracing risk as part of innovation

Citizen science and the democratization of information. Dr. Nancy Marlett and Shaneel Pathak, founder of Hanalytics

We pivot from your emerging ideas for change to take up the challenges of innovation from an information perspective

1. Visit Zoelnspire website and blog (will be posted on D2L)
2. Crowdsourcing and data-mining the internet, abstract published, Shaneel Patha. (will be posted on D2L)
3. Meet e-patient Dave:
https://www.ted.com/talks/dave_debrontalk_meet_e_patient_dave?language=en
4. Dr. Alex Jadad, From a Digital Bottle: A Message to Ourselves in 2039:
<https://www.jmir.org/2019/11/e16274/>
5. Victor Montori, MD: Why we (patients) revolt
<https://www.youtube.com/watch?v=vmleZkp0FUo&feature=youtu.be>
6. Rishi Manchanda, What makes us get sick? Look upstream
https://www.ted.com/talks/rishi_manchanda_what_makes_us_get_sick_look_upstream?referrer=playlist-take_charge_of_your_healthcare
7. Citizen Science article on D2L
8. Reading from manuscript on deep medicine and the role of patients on D2L

Assignment: Complete day 4 of the casebook related to applying information-based innovation to your casebook (10%) due 6 pm September 3

Access to Day 5 materials available at 6 pm September 3

Day 5, September 4: Motivating people to engage and become involved in health care.

A theory of patient engagement in healthcare decision-making. With Dr. Tamara McCarron, an expert in motivation and values in patient engagement. She will also co-facilitate the design workshop.

A day workshop to move from your analysis and innovative ideas to a concept proposal for stakeholders based on working as partners with patients and PWLE.

Readings

1. Engagement manuscript excerpts
2. Ditte Hvas Mortensen from the Interaction design foundation; Excerpts from stage one in design thinking, engaging people in the process. <https://www.interaction-design.org/literature/article/stage-1-in-the-design-thinking-process-empathise-with-your-users>
3. McCarron et al: A co-designed framework to support and sustain patient and family engagement in health-care decision making
<https://onlinelibrary.wiley.com/doi/full/10.1111/hex.13054>
4. McCarron et al: A co-designed framework to support and sustain patient and family engagement in health-care decision making <https://onlinelibrary.wiley.com/doi/full/10.1111/hex.13054>

Assignment: You are asked to submit a rough draft of your workshop notes by Sept 7th for comments. This is worth **10%**.

Final Assignments

Final assignments consist of two projects

1. Completed casebook study and summary (30%): The final casebook is evaluated based on the updated and completed content and analysis of each day's analysis (30%). This is due September 18, 2020.
2. Develop a personal manifesto or theory of practice of one the following topics (30%). This is due October 26, 2020.
 - I. Innovation,
 - II. Peer support and research,
 - III. Design thinking,
 - IV. Systemic understanding of health care,
 - V. One of the theories introduced in the course

This is an 8 to 10-page paper using APA style that delves into your topic from current literature and online materials from your perspective as a soon to be graduate of the BCR program.