

HLTH 6100 X/Y | Fundamental, Applied, and Translational Aspects of Health Research

Syllabus 2019-2020

Coordinator

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Location: Fall Term: CHEB C266 | Winter Term: Studley Campus LSC-Common Area C202

Time/Day: Fall and Winter Terms: Every 2nd Wednesday 1405-1555

*Note that this course alternates weeks with HLTH6000

Communication

Email correspondence preferred to lori.weeks@dal.ca. Please include HLTH 6100 in the subject line of all emails about this course. I recommend that you use your Dalhousie University email address for all course-related correspondence. Office hours are available by appointment

Prerequisite: None. This is a required course. HLTH 6100 X/Y is a half credit (3 credit hours) required course for all doctoral students in the PhD in Health encompassing the Fall (X) and Winter (Y) terms, and is a companion course to the PhD seminar, HLTH 6000 X/Y Health Seminar Series. Students taking this class must register and complete both the X and Y terms consecutively in their first year of their PhD program in Health to receive course credit. For students in a 3-year residency program, this course would be in their second year.

COURSE DESCRIPTION

Health research is an exciting multidisciplinary scientific enterprise that encompasses scholarly inquiry across multiple paradigms and that aims to address the many complex factors that shape the health of individuals and populations. The objective of this course is to provide a macro view of the health research field through exploration of methods, skills, and tools as they are applied in funded research programs by diverse practitioners of and leaders in health research. The course is an opportunity to reflect and analyze your own evolving role and goals within health research, with specific application to your thesis research, scholarly interests, and career trajectory.

OBJECTIVES

At the completion of this course you will be able to:

1. Describe the breadth and applicability of health research as defined by the World Health Organization (WHO), as well as the interrelationships of the components defined by the International Classification of Function (ICF), and explore how diverse worldviews and scholarly paradigms orient health research activities.
2. Consider practices fundamental to health research encompassing: biomedical approaches to human functioning, from molecular models to whole body work; animal models; health professional practice across the spectrum of disease, injury, rehabilitation, and palliation, across the life course; quality of life; product and service

development; quality, provision, and governance of health services and systems; and the social, cultural, environmental, occupational, economic, and political factors that shape health and health equity for populations, jurisdictions, and societies.

3. Analyze the relationship between knowledge generation and the scope of knowledge translation/exchange/mobilization in health research intended for diverse audiences, including research/scholarly presentations, innovation and product development, practice guidelines, civic action, and policy change, with specific application to your own research.
4. Dissect fundamental issues related to ethics in research and ethical conduct in health research, with a particular focus on human participation in research.
5. Identify and assess the impact of health research for individuals, communities, and societies, with a particular focus on health and economic benefits and harms, including anticipated and unanticipated outcomes.

YOUR ROLE IN THIS COURSE

This course is an opportunity for career development through a collective undertaking in skill building and reflection, applying your life and educational experience to date, and flexing your transdisciplinary scientific muscles.

All students are expected to work with a high level of independence and discretion. You will be expected to adhere to all relevant Dalhousie University policies and engage with other class members at a practicing health researcher level. You will need to be attentive to diverse worldviews, use critical thinking skills, be nimble and open to feedback, engage in careful reflection, actively contribute to class deliberation, and communicate clearly and efficiently. You are responsible for taking a lead role in facilitating your own learning.

ROLE OF COORDINATOR

I am here to be your champion on matters relating to this course, to animate the discussion informed by our seminar guest speakers, and to offer practical feedback on your personal learning objectives and your assignments. I will offer mentorship, guidance on substantive subject matter, feedback on critical reading and writing, supplementary advice on methods and skills covered by guest speakers, and support the development of effective written and oral communication skills. Please ask questions.

FORMAT

This course consists of seminars presented by Dalhousie health researchers who are involved in research, practice, and administrative aspects of health research within and outside the university. This seminar course is intended to establish a foundation of basic knowledge, skills, and attitudes that will assist you in situating your research and research interests within diverse health research perspectives, practices, and worldviews. Attendance at all seminars is required. Seminar schedules for each term will be posted one week prior to the class start date. This course is held biweekly in concert with HLTH 6000.

How each session will proceed: Guest speaker presentations will typically involve a 60-75 minute presentation that is publicly announced and open to anyone interested, followed by an in-depth 45-60 minute discussion among the coordinator, presenter, and students enrolled in the course. The discussion at each session will be led by the scheduled **student facilitator** and animated by the **coordinator** (see [Evaluation below](#)). At the end of each session, the coordinator and student facilitator will synthesize a few take-home messages and best practices as the discussion relates to the overarching core topic. Additional guidance on student-led facilitation will be discussed at the outset of the course.

Readings: Readings and reference material will be provided by guest speakers prior to the seminars for your review, to adequately prepare for the session and discussion. Presenters will provide students key readings in advance, which may include a variety of formats: peer-reviewed academic journal articles, practitioner resources, websites, and longer form policy reports.

TOPICS

This course covers four core topics as outlined below.

1. Health frameworks
 - a. WHO definition of Health
 - b. International Classification of Function (ICF)
2. Principles and practice of Knowledge Translation (KT) / Knowledge exchange(KE) / Knowledge mobilization (KM) for diverse health research audiences
 - a. Scholarly communication and collaboration
 - b. Knowledge products in public policy and health organizations
 - c. Industry collaborations and private sector innovation
 - d. Knowledge exchange in health professional practice
 - e. Public engagement
3. Ethics in and of health research
4. Evaluating the impact of health research
 - a. Health and social benefits and outcomes
 - b. Economic benefits and outcomes
 - c. Role of Peer Review in Health Research

CLASS SCHEDULE: all classes are from 2:05-3:55 pm

Date	Location	Topic	Facilitator
September 18, 2019	CHEB 266	Introduction, Ethics in Health Research	Lori Weeks
October 2, 2019	CHEB 266	Assignment 1 presentations	Lori Weeks
October 16, 2019	CHEB 266	Seminar topic & speaker TBD	TBD
October 30, 2019	CHEB 266	Seminar topic & speaker TBD	TBD
November 20, 2019	CHEB 266	Seminar topic & speaker TBD	TBD
January 8, 2020	LSC Commons 202	Seminar topic & speaker TBD	TBD
January 22, 2020	LSC Commons 202	Seminar topic & speaker TBD	TBD
February 5, 2020	LSC Commons 202	Seminar topic & speaker TBD	TBD
February 26, 2020	LSC Commons 202	Seminar topic & speaker TBD	TBD
March 11, 2020	LSC Commons 202	Seminar topic & speaker TBD	TBD
March 25, 2020	LSC Commons 202	Seminar topic & speaker TBD	TBD
April 8	Development/Innovative Grant due at 11 am		
April 17	Peer Review Assignment due at 11 am		

EVALUATION

Evaluation is about demonstrating academic achievement but also about applying skills and abilities in knowledge gathering and interpretation, critical thinking, and collaborating with diverse colleagues. In this course, assignments are your responsibility as an individual, but the quality of your assignments will be strengthened and your preparation of them invigorated by collective input of class members during seminar discussion with guest speakers and through deliberation on each other’s work.

HLTH 6100 is graded using Faculty of Graduate Studies standard grading scale. You must pass each of the participation, written and presentation components to pass the course.

Course Work Deliverables:

*Note, the requirements for all deliverables are located on Brightspace

- 1) Getting to Know the Faculty of Health Presentation – 10%
Due in class, October 2, 2019
- 2) Seminar Facilitation – 15%
Scheduled in class
- 3) Seminar Participation – 15%
- 4) Development/Innovative Grant –45%

Due April 8th, 2020, 11:00AM
5) Peer Review Assignment – 15%
Due April 17th 2020, 11:00AM

Submitting written assignments: Written assignments should be submitted electronically to the course Brightspace Page (Word documents in .doc and .docx or PDF accepted only) **1100AM on the due date indicated above**. I will note the time stamp on your email and send an email confirmation of receipt of written assignments within 24 hours of receipt.

Late assignments: A late penalty of 20% per day late will deducted from the grade for any written assignments submitted after the due date. If you have made an electronic error and submitted the wrong file as your assignment, send me an email as soon as you detect the error, noting that you have sent the wrong file and would like me to disregard it. You will still be responsible, even with a file error, for handing in your assignment on time.

Resources on written communication

Good general guidance on effective scholarly writing, referencing, and style can be found in the following resources.

- Online Writing Lab at Purdue (including online style guides for referencing) <http://owl.english.purdue.edu/owl/>.
- The Turabian Manual: Turabian K. 2013. A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers, 8th ed. Chicago: University of Chicago Press. (Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff.) <http://www.press.uchicago.edu/books/turabian/manual/index.html>
- The Dalhousie Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html offers personalized support. Services will be very busy at peak times, so aim to make appointments well in advance. These can be scheduled online.
- Booth, Colomb, and Williams' 2009 book *The Craft of Research*, 3rd ed., also offers excellent advice on effective writing in addition to research skill development.

Faculty of Graduate Studies Grading Scale

Letter Grade	Numerical (%) Equivalent
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
F	< 70

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81>

- **Academic Integrity**

http://www.dal.ca/dept/university_secretariat/academic-integrity.htm

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: [https://www.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_\(Aug%202015\).pdf](https://www.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_(Aug%202015).pdf))

- **Accessibility**

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). (read more: https://www.dal.ca/campus_life/academic-support/accessibility.html)

- **Student Code of Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-lifepolicies/code-of-student-conduct.html)

- **Diversity and Inclusion – Culture of Respect**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (read more: <http://www.dal.ca/cultureofrespect.html>)

- **Recognition of Mi'kmaq Territory**

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Scent-Free Program
<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- General Academic Support – Advising
https://www.dal.ca/campus_life/academic-support/advising.html (Halifax)
- Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealingguidelines.html> •
Dalhousie University Library <http://libraries.dal.ca>
- Dalhousie University Library <http://libraries.dal.ca>
- Indigenous Students https://www.dal.ca/campus_life/communities/indigenous.html
- Black Students https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Students https://www.dal.ca/campus_life/international-centre.html
- Student Health Services https://www.dal.ca/campus_life/health-and-wellness.html
- Counselling https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questionsaugust-2017.html
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website <http://www.dal.ca/dept/elearning.html>
- Dalhousie Student Advocacy Services <http://dsu.ca/dsas>
- Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-andresponsibilities/where-to-get-help/ombudsperson.html
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Faculty or Departmental Advising Support: Studying for Success Program
http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Assignment #1: Getting to Know the Faculty of Health Presentation – 10% of Final Mark, due in class on October 2, 2019

Objectives:

- To learn more about the Faculty of Health and about the broad range of health research that the faculty encompasses
- To interact with research and researchers outside your primary research area
- To introduce one of the schools/programs in the Faculty to other students in the PhD in Health

Format: 10-minute presentation. The use of a presentation aid is recommended (e.g., Powerpoint).

You will be assigned a school from the Faculty of Health that differs from your area of research. You should research information on the discipline(s)/profession(s), teaching and areas of research covered by faculty in the school using online resources etc.

You should also contact a Faculty member from the school to set up a brief (15-20 min) meeting to discuss their research and teaching. When you contact them, please also provide them with the text in the “**Note to Faculty members being contacted for a meeting**” below. While it is preferred that this meeting occur in person, it can also be done over the telephone or virtually. Prior to meeting the faculty member, you should prepare by looking over any bios or research profiles and accessing some of their research output (e.g., articles, KT materials etc.). You should also prepare some questions but also be prepared to let the conversation flow naturally and have an open mind to new connections and ideas.

In your presentation you should cover the following topics:

- Brief overview of the school or program including the teaching and research areas covered by the school. (This should take about 2-3 minutes, the remainder of the time should be spent on the last three points)
- How does the research performed by the interviewed faculty member impact health? What methods do they use?
- What are some of the health research opportunities and challenges faced by the health researcher you interviewed?
- Reflect on how these opportunities and challenges are similar or different from your area of health research.

Grading Rubric:

Concise, accurate overview of school – 3 points

Clear demonstration of impact on health/health research/reflection – 5 points

Presentation Style (on time, referencing, slide quality etc.) – 2 points

Note to Faculty members being contacted for a meeting:

Thank you for considering a meeting with a first-year PhD in Health student. One of the opportunities, but also sometimes a challenge within the Faculty of Health, is the wide range of research topics and methods used by members of the faculty. In this assignment, students will:

- Learn more about the Faculty of Health and about the broad range of health research that the faculty encompasses
- Interact with research and researchers outside their primary research area
- Introduce your school/program in the Faculty to other students in the PhD in Health

In brief, they will give a presentation on a school/program and health researcher that is outside their primary research area to the other students in the course. This assignment will facilitate students being introduced to the Faculty of Health and the broad range of health research we have in our Faculty. I have asked them to also meet and carry-out a 15 to 20 minute discussion with a health researcher which is why you are being contacted. Please feel free to contact me if you have any questions, and thank you for your contribution to the PhD in Health.

Lori Weeks, PhD – HLTH6100 Coordinator
Associate Professor | School of Nursing | Faculty of Health
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Assignments #2 and 3: Seminar Facilitation and Participation

Students must attend all of the available seminars in the course (attendance will be taken). At the outset of the course, we will assign one student in the course to act as the student discussion facilitator for each scheduled session. As course coordinator, I will help to animate the discussion; as student facilitator, you will lead the structuring and trajectory of the conversation; and the content of the discussion will be contributed and enriched by all. The discussion will encompass a reflection on and critical analysis of the material, with regard to how the issues and topics raised each time relate to your specific area of research. As outlined above the seminar schedules will be posted one week prior to the class start date. You will be expected to provide specific evidence from your reading of the literature or practical experiences inside and outside the health sector to support your opinions.

For participation: Full marks will be awarded for attending and actively participating the seminar discussion (as described above).

For Facilitation: Assessment will be based on:

- Preparing questions and discussion topics before hand
- Engaging the presented material to make sure the discussion relates to the presented material
- Structuring the session to ensure all participants have the opportunity to interact and be heard in a respectful manner

Assignment #4: Development/Innovative Grant – 45% of Final Mark Due April 8, 2020 at 11 am

Objective: Gain experience in writing a grant for a health research funding agency. Be able to clearly explain research methods and rationale. Be able to relate your research questions to the health needs of a population.

Format: Paper

In this assignment, you will develop an annotated Research Nova Scotia Development/Innovative Grant. The application requirements have been annotated below to clarify which sections are necessary. Typically, the application is uploaded onto a grant portal; however, for the purposes of the course all documents will be submitted as a single pdf.

It is important that the document be written in a way that it is understandable by a health researcher who may not be specifically involved in your field. It is also important that you follow the program requirements and application requirements EXTREMELY closely. If this were a real grant competition, your application could immediately be discarded for violating these rules.

It is recommended that you start the project early and work on it throughout the year. By the end of the Fall semester you should have a research question, be familiar with the relevant literature in that area and outline potential ideas/literature/arguments for each section. Use the winter semester to refine each section. I encourage you to meet with me for feedback, particularly after you have formed a research question.

The full instructions for the grant are located here:

https://nshrf.ca/sites/default/files/di_grant_application_requirements_2019-20_4.pdf

These are the sections that you will complete for this assignment:

- Project Details:
 - Title of proposal
 - Key words
- Ethics requirements: Include a brief description of which ethics review board(s) would need to review your research proposal.
- Plain Language Summary
- Objectives
- Project Description
- Work Plan
- Relevance
- Team Composition
- Budget: Include a table with a list of budget items and expenses by year of the grant instead of using the GMS system.
- Budget Justification
- References and Additional Attachments

Grading Rubric:

The marking rubric will follow the assessment criteria. The following are the breakdown of marks for each section. The project will be marked out of 100 points.

Plain Language Summary/Objectives/Project Description – 50 points

Development of Innovative Components/ Relevance to Nova Scotia – 15 points

Workplan/Timeline/Team Composition (Feasibility) – 15 points

Budget – 10 points

Overall Quality of Proposal (adherence to requirements, scientific writing, formatting etc.) – 10 points

Assignment #5: Peer Review – 15% of Final Mark

Due April 17, 2020 at 11:00 am

Objective: Gain experience in performing peer review of a health research grant. Learn about the funding process. Gain information on what makes a convincing, fundable grant.

Format: Structured paper. 1-2 pages single spaced

You will receive a Development/Innovative Grant from another student in the class. You will be required to carefully read the grant and provide a written review according to the template below. Your review can remain anonymous but be aware that the other student will be receiving your comments as feedback, similar to real peer review. Your review should be clear, constructive, professional and provide support and rationale for the statements that you make. You should also treat this as real peer-review in that you should keep the information you read in the simulated grant confidential.

The review should use the following headings in this order:

- Strengths
- Areas Needing Improvement
- Budget Concerns
- Overall Comments

Grading Rubric:

Professionalism and adherence to the review/grant criteria – 6 points

Clear statement of strength and weaknesses; support and rationale for statements – 7 points

Overall document quality – 2 points