



UNIVERSITY OF
CALGARY

BC
Fall/Winter
2011

Department of Community Health Sciences
Faculty of Medicine

Academic Year 2011-2012
Fall and Winter SESSION

CORE 624.20
Collaborative Inquiry Capstone

Course Instructor: **Dr. Nancy Marlett**
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Course Dates: **Fridays – Sept. 12 – Dec. 9, 2011**
Wednesdays – Jan. 2 – Apr. 30, 2012

Location: Web-based course

Course Description

A capstone course allows the student to bring together their learning and experience on a topic of personal interest and relevance to the field they design and conduct a formal review of research/ policy / documents or media or prepare a decision tool or a health capacity/policy report. In the first term students create a team consisting of professional scientific collaborators. In the second term, student complete their research, share the report with collaborators and prepare a report for their chosen audience (consumers, physicians, policy makers etc). The formal review and the knowledge as translated is then presented to students, faculty and topic specialists as part of their degree completion.

While this course is designed as a capstone it can be taken by PhD students wishing to clarify their research direction or professionals wishing to establish a research agenda. Students are expected to contribute to the field through conference presentations, publications of their formal review and/or lay reports of their research.

Prerequisite

This course is to be completed at the end of the student's program and it is expected that students will have taken 603.01, 603.18, 676 and quantitative research.

Required Resources

Readings will be provided by the instructor and are individualized according to the student's area of specialization.

Suggested Readings in Co-operative Inquiry:

Malhotra Bentz, Valerie & Shapiro, J. J.(1998). *Mindful Inquiry In Social Research*. Thousand Oaks: Sage Publications.

Seale, Clive (1998). *Researching Society and Culture*. Thousand Oaks: Sage Publications.

Hughes, J. & Sharrock, W. (1990) 3rd Edition. *The Philosophy Of Social Research*, London: Longman Group UK Limited.

Flyvbjerg, B. (2001). *Making Social Science Matter: Why social inquiry fails and how it can succeed again*. Steven Sampson "Trans". Aalborg University, Denmark: Cambridge University Press.

Prior readings from CORE 603.01, CORE 603.18, and CORE 676 (new research course).

Suggested Textbook

N/A

Course Goals

The course goals are to:

- Reflect on personal standpoint as it relates to personal, professional and scientific understanding of topic
- Conduct a formal review /analysis or research /policy/media/personal narratives of a topic from an interdisciplinary perspectives (systematic review, critical discourse analysis, scoping review, decision tool,)
- Demonstrate leadership in chosen field by creating and working with a topic based collaborative inquiry team. The collaborators will assist in choosing the question, discussing the formal review and designing the report for the audience chosen.
- Present formal review and audience report/publication to inquiry stakeholders, faculty, and students as a requirement of the MDCS
- Prepare paper for conference presentation or publication

Learner Objectives

Following completion of this course, students will be able to :

- Use principles and tools of inquiry in practice and research,
- Use a variety of research review and analysis methods appropriately given context, audience and practice/research goals.
- Form and nurture collaborative inquiry teams among consumers and professionals.
- Adapt knowledge to the audience through presentation style, use of discourse and language, strategic understanding of personal and social change.

Academic Integrity

The Department of Community Health Sciences 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 Faculty Regulations in the Faculty of Graduate Studies Calendar, or at www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm.

Cut Points For Grades

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Percentage/letter-grade conversions are standard for courses in the Department of Community Health Sciences.

Grade	Course %	Grade Point Value*	Graduate Description*
A+	97-100	4.0	Outstanding
A	90-96.5	4.0	Excellent
A-	85-89.5	3.7	Very good performance
B+	77-84.5	3.3	Good performance
B	72-76.5	3.0	Satisfactory performance
B-	68-71.5	2.7	Minimum pass for students in the Faculty of Grad Studies
C+	63-67.5	2.3	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	60-62.5	2.0	



Late Assignments:

- Assignments are due on the specified date by 9 AM. 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.

Evaluation Plan

Due Dates	% of Final Mark	Evaluation Method
#1 TBA	25 %	Personal standpoint in relation to area of inquiry. Online guided exploration of your relationship to the area of inquiry. Each of the online inquiries are iterative with instructor and fellow students.
#2 Oct. 12 or 19	10%	Online presentation of a research review/analysis method Students will post and lead a discussion of one of the approved methods for other students on Oct. 12 or 19. This is part of the personal standpoint collaborative inquiry but will be marked separately.
#3 Mar. 12-12	25%	Research review/analysis paper. Using standards and format of the research method chosen, prepare a formal paper.
#4	30%	Final Presentation of research review/analysis and K.T. document The public presentation of papers will be held during the spring session and this will be open to students, faculty, stakeholders and family. Each paper will be reviewed by a lead discussant from the field or faculty. The reviewer will receive the formal research review and the knowledge translation document one week prior to presentation. The audience will be given a copy of the knowledge translation document and a summary of the formal research review. The knowledge translation document/publication will be valued at 15% of the 30%.
#5	10%	Self evaluation of collaborative and leadership competencies.

Course Timetable

Getting ready:

This course is very intensive and you will not have time to start an entirely new topic. Hopefully you will have either completed papers on a topic of interest and have a good reference list or you are enrolled in a directed study. If you do not have a strong reference base already, begin immediately with either End notes or Ref works to collect and sort research in your topic area.

Fall Term: Personal Standpoint in relation to area of inquiry.

Students become part of a collaborative inquiry as a group of students, each following his/her own path with the support and input from the group. The inquiry is guided by a series of questions. The marks for most of the weeks have little to do with content and 'correct' answers; for most weeks 5 marks are given for your persistence and willingness to explore ideas, to change direction, to modify your stance and to arrive at the end, with logic to your work. **Due to time pressures, postings must be made by Friday night of each week – Late postings are not marked.**

Week 1 – Sept. 16

Exploration of the general topic (5 marks for clarity of your report and your response to other students)

Write a 250 word abstract of your initial ideas for the inquiry. List also your initial ideas about topic collaborators and the resources you already have. Post this for the class and respond to each student's posting identifying why their idea could be a contribution to the field and the resources you might be able to contribute to their work.

Week 2 - Sept. 23

Emotional connection (5 marks for exploring this difficult topic)

What brought you to this topic? Think about your work, your beliefs, your study, your ambitions, the setbacks, hurts, and challenges that you have encountered that might affect. How do these strengths and experiences inform your understanding of the topic. What biases do you think you bring to this work and what landmines might be in your path?

For example, you may want to do something related directly to your work but to do this you would have to use insider knowledge. What precautions would you have to take, what issues might arise.

Week 3 – Sept. 30

Collaborators and Outcomes: (5 marks for your progress in understanding your collaborators, stakeholders and audience)

What would you hope to accomplish by doing this work? Who would you be doing it for? Who are the stakeholders that hold power related to this topic? What would be the most effective audience for you work to enable you to accomplish what you want to accomplish? How might your target and /or audience respond if they knew you were doing this work? How might you involve them or keep them in mind? Discuss your collaborators and your involvement with them at this juncture. **You should be contacting three to five collaborators by the end of this week.**



Week 4 and 5 – Oct. 7 & 14

Online presentation of methods for your research review (10 marks for your presentation of a research/policy review or analysis)

Choose from the following list the method that would most closely meet your interests and plans. Preliminary references are provided on line.

- systematic review of research.
- scoping review of research or policy
- critical discourse analysis
- media analysis
- concept mapping (Mac Health literacy analysis)
- decision making tools
- Cochrane review

Week 6 – Oct. 21

Your Intended Product: (5 marks for a strategy for using your work and knowing the journals, newsletters, conferences etc and how these might benefit your future plans).

What final product could you produce once the research is finished? Where will you publish your review? (Be specific). What audiences might use your work and how? What might you hope to gain personally from doing this work? (status within work, right past wrongs, try out a new direction, demonstrate your competence)?

Week 7 – Oct. 28

Priorities (5 marks writing a new plan in keeping with your priorities)

List your priorities in order of interest to you and your goal of contributing to the field. Compare and analyze priorities and align these with your research proposal. Complete a short one page proposal and have this approved by your collaborators.

Week 8 – Nov. 4

Time constraints (5 marks for your personal plan for the following term)

Seriously consider the amount of work entailed in this work. What time and energy constraints need to be taken into account to accomplish this work the way you want to. Are there modifications that you could make to this project to make it more compatible with your work and home life. Are there sources of assistance that you could tap into? Draw up a detailed time frame for the next term.

WINTER TERM

During the winter term, you will be working on your research and staying in touch with your instructor and collaborators. By Mid March you should have your formal research done and can meet with your topic collaborators to plan a knowledge translation strategy. You may continue to work on your formal paper and knowledge translation document up to one week before your presentation. There are no extensions to your paper's completion after the April presentation so please keep your instructor, topic collaborators informed and fellow students apprised of your progress and seek help in time to complete.

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/drc/> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**