

Course Coordinator: Dr. H el ene Ouellette-Kuntz (helene.kuntz@queensu.ca)

This course provides a conceptual and historic view of the public health sciences, as well as a look at contemporary issues in public health research ethics, research methodology and knowledge translation. Guided each year by student interests and advanced training needs, the course delves into specific substantive public health research areas including for example: chronic disease, environmental health, infectious disease, injury and disability, maternal and child health, occupational health, humanitarian contexts, Indigenous health and/or health services research. Three term hours per week.

Learning outcomes:

This course provides advanced discourse on the mission and science of public health research in Canada, incorporating globally relevant concepts.

Upon successful course completion, students will be able to:

1. Apply knowledge of human research ethics and research methods to a public health problem and potential solutions in your local community
2. Assess public health interventions for health inequities and determine what can be done to reduce inequities
3. Identify strengths, limitations and knowledge gaps in research methodology used in public health knowledge generation
4. Appraise various methodologies in public health research and apply them to knowledge translation and uptake in multi-jurisdictional policy in various substantive areas
5. Demonstrate critical thinking in integrating public health evidence with evidence from other sectors/disciplines, while considering potential resource constraints

Competencies:

Define terms, express relevant concepts; critically examine concepts and know why and how to apply them; find relevant review and original research articles; interrogate your values and their application in public health sciences; recognize diversity and health equity as important principles for engaged public health research; respectfully encourage debate to gain deeper insights; consider intersections of public health with other sectors; look for ways to get out of “comfort zone” to critically examine public health and equity issues.

Prerequisites:

Must be enrolled in one of the PHS doctoral programs.

Structure of Course

This course is organized using a 12 week schedule. Each week contains all the required resources including reading, videos, and links. Also in each week are links to all the activities and assessments you are to complete as part of this course.

Communication

The university communicates with students via Queen’s email. Please check your email regularly to ensure you do not miss important information related to your course.

Netiquette

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Course Expectations and Policies

I look forward to working with you in a learning environment of mutual respect and promotion of diversity. Active learning and critical thinking are encouraged through a range of activities designed to engage learners. Understand that we may disagree and that exposure to other people's opinions is part of the learning experience. You should expect and respect diversity of all kinds. Your classmates reflect a breadth of experiences and backgrounds which bring excitement and dynamism to the classroom.

I am dedicated to creating a safe space for discussion, learning and engagement. Offensive content has no place in the classroom. This includes (but is not limited to) content which is racist, sexist, violent, homophobic, hateful, hostile, or may otherwise interfere with the learning process for all course participants.

This is a seminar course; as such, interaction is expected in **every** class, and this is motivated by readings, presentations, and questions for discussion. In addition to class time, approximately 10-12 hours outside of class time preparation is required per week. Opinions expressed during class are confidential, and recording of sessions is not allowed.

Students are expected to attend all class sessions. However, it is understood that this might not always be possible given illness or other unforeseen circumstances. If a class session is missed, it is up to the student to speak with other students to find out what was missed and to complete any coursework or assignments that took place during the session. Make up is ideally done in time for the next class session. It is appreciated for students to inform the instructor when they are going to be away. If the absence results in missing an assessment component, the policy on Academic Consideration for Extenuating Circumstances will apply (see University Policies tab).

Students should be respectful of the instructor, fellow students and guests and arrive on time at the beginning of each session. It is appreciated for students to inform the instructor if they are going to be late for class.

The instructor will strive to respond to your emails within 5 business days. Emails about an assignment within days of the due date may not be answered in time for submission so please plan ahead. Emails should be professionally written. In cases of emergency or the need for last minute accommodations, students should inform the instructor as soon as possible and also follow the suggestions provided under University Policies tab with regard to Academic Considerations for Students with Extenuating Circumstances.

Students will need an appropriate electronic device (laptop, tablet, smart-phone, Chromebook) and reliable internet access to access course materials and complete the assignments. However, class time should be devoted to class activities, and students should avoid using their cell phones or computers for sending emails, watching videos, checking social media, etc. while participating in class and small group meetings. All course materials and links will be provided to students through the course OnQ site. Students with technology-specific accommodations or difficulties should make these known to the instructor as soon as possible.

Handing assignments in on time (or even early) is a professional skill that you are expected to demonstrate. However, it is acknowledged that sometimes emergency situations arise and students are not able to submit assignments on time. In such cases, students should follow the policy on Academic Considerations for Students with Extenuating Circumstances described under University Policies tab.

A 5% deduction will be applied to the grade for every day (or partial day) an assignment is submitted late unless there is a pre-approved accommodation.

University Policies

Use and Retention of Video Recordings: In the event that synchronous (live) classes need to be delivered remotely in this course, it will be through a video conferencing platform supported by the University [MS Teams, Zoom]. Steps have been taken by the University to configure these platforms in a secure manner. Classes will be recorded with video and audio (and in some cases transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live remote classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives. To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the general Notice of Collection, Use and Disclosure of Personal Information.

Academic Integrity: Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the SGS Calendar (<https://www.queensu.ca/sgs/graduate-calendar/academic-integrity-policy>) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery, falsification and unauthorized use of intellectual property, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as your own. Unintentional plagiarism is still plagiarism - regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words: - <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating> - <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing> - http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Copyright: Course materials created by the course instructors, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accommodation for Disabilities: Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Extenuating Circumstances: Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. SGS students can find the Academic consideration information at: <https://www.queensu.ca/sgs/accommodation-and-academic-consideration> .

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor. Please use the following:

Instructor Name: Helene Ouellette-Kuntz

Instructor/Coordinator email address: Helene.kuntz@queensu.ca

Weekly Schedule

Week	Topic(s)	Assessments
Sep 12	<ul style="list-style-type: none"> • Introductions & Overview of Course • Public Health and Public Health Research with Guest Lecturer Megan Carter, PhD– Epidemiologist, KFL&A Public Health • The Link between Health Equity and Public Health • Social Determinants of Health and Causal Inference for Social Exposures • Assignments 1 and 2 explained 	
Sep 19	<ul style="list-style-type: none"> • Public Health Research Discussion • Knowledge Syntheses • Assignments 3 and 4 explained 	#1: Discussion of Public Health Research
Sep 26	no class	
Oct 3	no class	#3: Discussion Board Posts on Knowledge Synthesis
Oct 10	Fall break - no class	
Oct 17	<ul style="list-style-type: none"> • Social Determinants of Health • Writing a Successful Research Grant • Assignment 5 explained 	#2a: Presentation on Social Determinant of Health
Oct 24	<ul style="list-style-type: none"> • Community Research Partnerships with Guest Lecturer: Sherri Dutton, MPH, Doctoral Candidate in the Department of Public Health Sciences • Effective Research Question, Objective(s) and Rationale 	#4a: Completion of Online Modules #4b: Reflection on Community Research Partnerships
Oct 31	<ul style="list-style-type: none"> • Choosing Appropriate Methods and Writing Them Clearly • Ethical Considerations in Research Involving Humans 	#2b: Essay on Social Determinant of Health #5a: Draft Research Question, Objective(s) and Rationale
Nov 7	<ul style="list-style-type: none"> • Proposal Workshop - Research Question, Objective(s) and Rationale • Knowledge Translation - Part 1 	#5a: Research Question, Objective(s) and Rationale Workshop
Nov 14	<ul style="list-style-type: none"> • Knowledge Translation - Part 2 	#5b: Methods Draft (including ethics)
Nov 21	<ul style="list-style-type: none"> • Proposal Workshop - Methods (including ethics) • Research Project Team and Budget 	#5b: Methods Workshop (including ethics) #5c: Knowledge Translation Plan draft
Nov 28	<ul style="list-style-type: none"> • Proposal Workshop - Knowledge Translation Plan • Knowledge Synthesis Tools - Part 1 	#5c: Knowledge Translation Plan Workshop #5d: Project Team and Budget Draft
Dec 5	<ul style="list-style-type: none"> • Proposal Workshop - Project Team and Budget • Knowledge Synthesis Tools - Part 2 	#5d: Project Team and Budget Workshop
Dec 12	no class	#5 Written Proposal & Peer Assessments of Workshop Contribution

Assessments

	Due date	% of final grade
#1 Public Health Research Discussion	Sept 19 - in-class discussion	5
#2 Essay on Social Determinant of Health	Oct 17 - Presentation of Draft	5
	Oct 31 - Essay with added reflection (1 paragraph)	15
#3 Critique of Knowledge Syntheses	Oct 3 - Initial Post	15
	Oct 4 - Comments to Peers	
	Oct 7 - Response to Peers' Comments	
#4 Online modules on Indigenous Community Research Partnerships	Oct 24 - Certificate of Completion Due	5
	Oct 27 - Reflection on guest speaker presentation	5
#5 Research Proposal	a) Questions, Objective(s) & Rationale	5
	Nov 1 – DRAFT	
	Nov 7 - Workshop	
	b) Methods including Ethics	5
	Nov 15 – DRAFT	
	Nov 21 - Workshop	
	c) KT Plan	5
	Nov 22 – DRAFT	
Nov 28 - Workshop		
d) Research Team and Budget	5	
Nov 29 – DRAFT		
Dec 5 - Workshop		
Dec 12 -Research Proposal	25	
Dec 12 - Peer assessment	5	