FACULTY of Health Sciences

HLSC 7000/5000U: Special Topics in Health Sciences Research

Course outline for Summer 2021

1. Course Details & Important Dates*

Term	Course Type	Day	Time
S	Virtual	TBA	3 hours weekly

Location	CRN #	Classes Start	Classes End	Final Exam Period
Google Meet		May 3, 2021	August 4, 2021	N/A

* For other important dates go to:
https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Adam Dubrowski	On-line	709-699-9090	Adam.dubrowski@ontariotechu.net
Office Hours: Please email me for an appointment			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Office Hours:			

3. Course Description

This course is designed to enable students to focus their research on a particular area in health sciences under the supervision of the thesis supervisor or other qualified faculty. Students investigate specific areas of interest to further their theoretical and research foundation in health sciences.
Credit hours: 3

4. Learning Outcomes

Upon successful completion of the course, students will be able to:
- Appraise and interpret Bloom's Taxonomy as a teaching and learning framework, with the emphasis on the affective domain of learning. Interpret and apply Bloom's Taxonomy to health sciences education.

- Evaluate the role of simulation in health sciences education, with the emphasis on the effective domain of learning (pedagogy). Explore the use of simulation to support the development of non-technical skills for a variety of health science professionals (i.e. communication, cultural humility, interprofessional education).
- Appraise and interpret innovative simulation modalities in the affective domain of learning. Choosing the right 'tool' for the job.
- Explore and understand communication theories and frameworks, specifically how they relate to health professions. Understand how a variety of simulation modalities may be used to support the effective domain of learning.
- Explore and evaluate various assessment tools and techniques used to measure the acquisition of communication skills in health profession simulation.
- Explore and understand cultural competency and cultural humility theories and frameworks, specifically how they relate to health professions. Understand how a variety of simulation modalities may be used to support the effective domain of learning.
- Explore and evaluate various assessment tools and techniques used to measure the acquisition of cultural competency and cultural humility skills in health profession simulation.
- Explore and understand interprofessional education theories and frameworks, specifically how they relate to health professions. Understand how a variety of simulation modalities may be used to support the effective domain of learning.
- Explore and evaluate various assessment tools and techniques used to measure the acquisition of interprofessional education skills in health profession simulation.

5. Course Design

This course utilizes a student-led, on-line, synchronous format biweekly.
- Hour 1: Student led lecture (synchronous lecture)
- Hour 2: Facilitated discussion (synchronous discussion)
- Hour 3: Reflective essay (may be synchronous or asynchronous, at student's discretion).

6. Outline of Topics in the Course

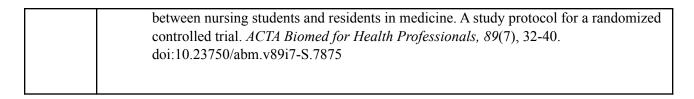| Week 1	Course introduction. Basics on editorial/position paper writing.
Week 2	Bloom's Taxonomy. Emphasis on the affective domain of learning.
	Original Bloom's Taxonomy
	Interpretation of the theory and how it relates to health sciences education.
Week 3	Health professions simulation. Emphasis on the affective domain of learning.
	Simulation in general.
	Simulation in non-technical skills-communication, cultural competency and cultural humility, interprofessional education.
Week 4	Reading week
Week 5	Choosing the right tool for the job. Innovative simulation modalities in affective domain of learning.

Week 6	Exploring communication theories and frameworks. Specific to health professions simulation.
Week 7	Assessments of communication skills in health professions simulation.
Week 8	Exploring cultural competency and cultural humility in general and specific to health professions simulation. Exploring how cultural competency and cultural humility impacts communication in health professions simulation.
Week 9	Assessments of cultural competency and cultural humility in health professions simulation.
Week 10	Exploring interprofessional education in general and specific to health professions simulation. Exploring how interprofessional education impacts communication in health professions simulation.
Week 11	Assessment of interprofessional education in health professions simulation.
Week 12	Student presentations

7. Required Texts/Readings

Week 1	Lingard, L. Writing an effective literature review. *Perspect Med Educ* **7,** 47–49 (2018). https://doi.org/10.1007/s40037-017-0401-x
	Lingard, L. Writing an effective literature review. *Perspect Med Educ* **7,** 133–135 (2018). https://doi.org/10.1007/s40037-018-0407-
	Dubrowski A, Kapralos B, Peisachovich E, et al. (March 23, 2021) A Model for an Online Learning Management System for Simulation-Based Acquisition of Psychomotor Skills in Health Professions Education . Cureus 13(3): e14055. doi:10.7759/cureus.14055
	Momand B, Dubrowski A (December 23, 2020) Addressing Social Context in Health Provider and Senior Communication Training: What Can We Learn From Communication Accommodation Theory?. Cureus 12(12): e12247. DOI 10.7759/cureus.12247
	Clarke K M, Kapralos B, Quevedo A, et al. (April 05, 2020) Constructing a Multidisciplinary Network That Relies on Disruptive Technologies to Design, Test, and Implement Simulation Training. Cureus 12(4): e7548. DOI 10.7759/cureus.7548
Week 2	Bloom's Taxonomy, Revised for 21st-Century Learners https://ctle.utah.edu/resources/pdfs/bloom-handout.pdf
	Nascimento JDSG, Siqueira TV, Oliveira JLG, Alves MG, Regino DDSG, Dalri MCB. ***Development of clinical competence in nursing in simulation: the perspective of Bloom's taxonomy.*** doi:10.1590/0034-7167-2020-0135.
	Buchanan, L, Wolanczyk, F, Zinghini, F. ***Blending Bloom's Taxonomy and Serious Game Design.***

	http://search.proquest.com.uproxy.library.dc-uoit.ca/conference-papers-proceedings/blending-blooms-taxonomy-serious-game-design/docview/1272092842/se-2?accountid=14694
Week 3	Donlan, Pamela,D.P.T., EdD. (2018). Developing affective domain learning in health professions education. Journal of Allied Health, 47(4), 289. Retrieved from http://search.proquest.com.uproxy.library.dc-uoit.ca/scholarly-journals/developing-affective-domain-learning-health/docview/2162376796/se-2?accountid=14694 *Haoran, G., Bazakidi, E., & Zary, N. (2019). Serious Games in Health Professions Education: Review of Trends and Learning Efficacy. Yearbook of medical informatics, 28(1), 240–248. https://doi.org/10.1055/s-0039-1677904 *Choi, W., Dyens, O., Chan, T., Schijven, M., Lajoie, S., Mancini, M. E., . . . Aggarwal, R. (2017). Engagement and learning in simulation: Recommendations of the simnovate engaged learning domain group. *BMJ Simulation & Technology Enhanced Learning, 3* doi:http://dx.doi.org.uproxy.library.dc-uoit.ca/10.1136/bmjstel-2016-000177 *Rooney, D., Hopwood, N., Boud, D. et al. (2015). The Role of Simulation in Pedagogies of Higher Education for the Health Professions: Through a Practice-Based Lens. *Vocations and Learning* 8, 269–285. https://doi-org.uproxy.library.dc-uoit.ca/10.1007/s12186-015-9138-z Scalese, R. J., Obeso, V. T., & Issenberg, S. B. (2008). Simulation technology for skills training and competency assessment in medical education. *Journal of general internal medicine, 23*(1), 46-49. https://doi-org.uproxy.library.dc-uoit.ca/10.1007/s11606-007-0283-4 Pamela Donlan. "Developing Affective Domain Learning in Health Professions Education." *Journal of allied health* 47.4 (2018): 289–. Print. https://www.ingentaconnect.com/content/asahp/jah/2018/00000047/00000004/art00010
Week 4	Reading Week
Week 5	
Week 6	Links, M.J., Watterson, L., Martin, P. et al. (2020). Finding common ground: meta-synthesis of communication frameworks found in patient communication, supervision and simulation literature. *BMC Med Educ 20*, 45. https://doi-org.uproxy.library.dc-uoit.ca/10.1186/s12909-019-1922-2 Donovan, H., & Forster, E. (2015). Communication adaption in challenging simulations for student nurse midwives. *Clinical Simulation in Nursing, 11*(10), 450-457 Kim, J., Park, J. H., & Shin, S. (2016). Effectiveness of simulation-based nursing education depending on fidelity: a meta-analysis. *BMC medical education, 16*(1), 1-8. Khan, K., Pattison, T., & Sherwood, M. (2011). Simulation in medical education. *Medical teacher, 33*(1), 1-3.
Week 7	Reising, D. L. (2015). Psychometric Testing of a Simulation Rubric for Measuring Interprofessional Communication. *Nursing Education Perspectives (National League for Nursing), 36*(5), 311–316. https://doi-org.uproxy.library.dc-uoit.ca/10.5480/15-1659
Week 8	Tervalon, M., & Murray-Garcia, J. (1998). ***Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education.*** Journal of Health Care for the Poor and Underserved, 9(2), 117-125. doi:10.1353/hpu.2010.0233

	Greene-Moton, E., & Minkler, M. (2020). ***Cultural competence or cultural humiliyt? Moving beyond the debate.*** *Health Promotion Practice, 21*(1), 142-145. doi:10.1177/1524839919884912 Hughes, V., Delva, S., Nkimbeng, M., Spaulding, E., Turkson-Ocran, R. A., Cudjoe, J., . . . Han, H. R. (2020). Not missing the opportunity: Strategies to promote cultural humility among future nursing faculty. *Journal of Professional Nursing, 36*, 28-33. doi:10.1016/j.profnurs.2019.06.005 Peisachovich, E. H. (2015). The importance of intercultural fluency in developing clinical judgment. *GSTF Journal of Nursing and Health Care, 2*(2). doi:10.5176/2010-4804_2.2.77 Peisachovich, E. H. (2016). Reflection-beyond-action: A modified version of the reflecting pahse of Tanner's clinical judgement model. *International Journal of Nursing and Health Science, 3*(2), 8-14. Retrieved from http://www.openscienconline.com/journals/ijnhs
Week 9	Ross, L. (2010). Notes from the field: Learning cultural humility through critical incidents and central challenges in community-based participatory research. *Journal of Community Practice, 18*(2-3), 315-335. doi:10.1080/10705422.2010.490161 Ndiwane, A. N., Baker, N. C., Makosky, A., Reidy, P., & Guarino, A. J. (2017). Use of simulation to integrate cultural humility into advanced health assessment for nurse practitioner students. *Journal of Nursing Education, 56*(9), 567-571. doi:10.3928/01484834-20170817-11 Alhaj Ali, A., & Musallam, E. (2018). Debriefing quality evaluation in nursing simulation-based education: An integrative review. *Clinical Simulation in Nursing, 16*, 15-24. doi:10.1016/j.ecns.2017.09.009 Dreifuerst, K. (2011). *Debriefing for meaningful learning: Fostering development of clinical reasoning through simulation.* Retrieved December 2011, from IUPUI Scholar Works: http://hdl.handle.net/1805/2459
Week 10	Baker, C., Pulling, C., McGraw, R., Dagnone, J.D., Hopkins‑Rosseel, D. and Medves, J. (2008). Simulation in interprofessional education for patient‑centred collaborative care. *Journal of Advanced Nursing,* 64: 372-379. https://doi-org.uproxy.library.dc-uoit.ca/10.1111/j.1365-2648.2008.04798.x
Week 11	Yu, J., Lee, W., Kim, M., Choi, S., Lee, S., Kim, S., . . . Lee, J. (2020). Effectiveness of simulation-based interprofessional education for medical and nursing student in South Korea: a pre-post survey. *BMC Medical Education, 20*(476). doi:10.1186/s1209-020-02395-9 Ferri, P., Rovesti, S., Magnani, D., Barbieri, A., Bargellini, A., Mongelli, F., . . . DiLorenzo, R. (2018). The efficacy of interprofessional simulation in improving collaborative attitude

	between nursing students and residents in medicine. A study protocol for a randomized controlled trial. *ACTA Biomed for Health Professionals, 89*(7), 32-40. doi:10.23750/abm.v89i7-S.7875

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

- 1 Assignment (Editorial Paper) 50% of the mark
- 9 Reflective Essays 18% of the mark (9 x 2 marks each)
- Presentation 22% of the mark
- Participation 10% of the mark

9. Assignments and Tests

Week 1	Nothing due
Week 2	Nothing due
Week 3	Reflective Essay due 1 week post lecture (deadline applies to all students)
Week 4	Reading week, nothing due
Week 5	Reflective Essay due 1 week post lecture (deadline applies to all students)
Week 6	Reflective Essay due 1 week post lecture (deadline applies to all students)
Week 7	Reflective Essay due 1 week post lecture (deadline applies to all students)
Week 8	Reflective Essay due 1 week post lecture (deadline applies to all students)
Week 9	Reflective Essay due 1 week post lecture (deadline applies to all students)
Week 10	Reflective Essay due 1 week post lecture (deadline applies to all students)
Week 11	Reflective Essay due 1 week post lecture (deadline applies to all students)
Week 12	Reflective Essay due 1 week post lecture (deadline applies to all students) Individual Presentations Final Assignment Due

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at https://studentlife.uoit.ca/services/accessibility/index.php
Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Professional Conduct (if applicable)

[Include faculty statement on professional conduct, if applicable.] Additional information on professional suitability can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.uoit.ca/services/academic-support/index.php

15. Turnitin (if applicable)
Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf

16. Final Examinations (if applicable)
Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at
https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of [Insert Faculty name]

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.