**FMED 603 (CPD) – Participatory Research: Patient and Partner Engagement**

May 1 – May 27 | Offered Online with one virtual meeting scheduled on May 13 from 11AM-1 PM

**Instructor**:

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**CFPC Member # 245999**

**Teaching Assistant:**

Nadia O’Brien [obrien.nadia@mcgill.ca](mailto:obrien.nadia@mcgill.ca)

**Course Designer:**

Tamara Carver PhD [tamara.carver@mcgill.ca](mailto:tamara.carver@mcgill.ca)

**Office Hours**:

Dr. Jon Salsberg: Available via skype or email by appointment.

Nadia O’Brien: will be available through the online discussion forums for any questions or issues.

**Brief Description**:

Participatory research (PR) integrates the translation of knowledge into practice by generating evidence that emanates from the setting or practice where it will ultimately be applied, making it much more relevant to end-users. This CPD short course is an introduction to engaging patients, providers, decision makers and communities in participatory health research. It offers an overview of the scholarship and practice of PR and introduces current issues. Course readings explore theory and offer examples of contemporary usage in community, clinic, and in knowledge translation. Course follows CIHR’s *Guide to Researcher and Knowledge-User Collaboration in Health Research*.

**Learning Outcomes**:

This CPD short course is an introduction to participatory research (PR) in the health sciences. Its intention is to give an overview of the principles and practice of PR, and to expose students to current issues.

Participatory Research is an approach to conducting research where researchers work in partnership with the intended users of the research products - which can include patients, health professionals, organizations, policy makers, community members or entire communities. The Royal Society of Canada has defined participatory research as systematic investigation, with the collaboration of those affected by the issue being studied, for purposes of education and taking action or effecting change. The equally important goals of participatory research are to answer important health questions and benefit the partners in the research process, while developing valid knowledge that is applicable to other settings. Significantly for primary care, participatory research integrates knowledge translation (KT) by involving those who need to act on or implement the findings as full partners throughout the process.

Course readings will follow eight (8) of the learning modules from CIHR’s *Guide to Researcher and Knowledge-User Collaboration in Health Research*. This will provide a primer for exploring the conceptual and practical underpinnings of PR as well as examples of its contemporary usage in community, organisational and clinical settings. The relationship between PR and knowledge translation will be introduced and explored. This overview course sets the foundation for students to continue on to Advanced Participatory Research (FMED 604 - 3 credits), in which these topics will be explored in more detail, and students will have the opportunity to work through their own actual PR projects.

**Upon completion of this course, the participants should be able to**:

* Describe the foundations of participatory research
* Understand how participatory research integrates the translation of evidence into action
* Identify and engage research partners in both community and clinical settings
* Develop a research agreement
* Develop a participatory research proposal

**Evaluation**:

* Participation in Discussion Board **10%**
* Stakeholder Discussion **10%**
* Stakeholder Virtual Meeting **20%** (May 13th 11:00-13:00)
* Student Video Project **30%** (Due Tues. May 21 @ 5pm)
  + Peer feedback **10%**
* Final Quiz **20%**

**Course Content**:

This online course contains several modules and activities that will be released each week.

**Week 1:**

**Module 1**: Introduction

**First Quiz**

**Module 2**: Participatory Research

**Module 3**: Knowledge Translation / Integrated Knowledge Translation

**Module 4**: Research Partnerships

**Readings**

**Discussion Forum**

**Week 2:**

**Module 5**: Collaborative Research Design

**Module 6**: Governance and Ethics

**Readings**

**Stakeholder Discussion Forum**

**Week 3**:

**Stakeholder Virtual Meeting**

* **Zoom** – Workshop Exercises Live **(May 13th 11:00-13:00 EST)**

**Module 7**: Maintaining Partnerships Over Time

**Module 8**: Dissemination and End-of-Project KT

**(Student video project assigned)**

**Readings**

**Week 4**:

**Student Video Project** (Due Tues. May 21 @ 5pm)

**Final Quiz**

**Required Readings**

For your convenience, a checklist for your weekly readings has been provided for you on the navigation bar of the myCourses Homepage.

|  |  |  |
| --- | --- | --- |
| **Weeks** | **Section/module** | **Pages from the IKT chapter + other reading** |
| **Week 1**  May 1-5 | Introduction | Macaulay BMJ 1999 + Preamble2009.pdf |
| Knowledge Translation (KT)-Integrated KT | Chapter pages 18-20 |
| Principles of Participatory Research | Chapter pages 21-22 |
| Identify and recruit research partners | Chapter pages 23-31 |
| Taking stock of barriers and facilitators | Chapter pages 31-36 |
| **Week 2**  May 8-12 | Engaging in collaborative research design | Chapter pages 36-39 |
| Governance, Ethics and agreements | Chapter pages 40-50 |
| **Week 3**  May 15-19 | Maintaining partnerships over time | Chapter pages 50-54 |
| End of Project KT: Dissemination | Chapter pages 54-56 |
| Final reading | Epilogue2009.pdf |
| **Week 4**  May 22-25 | No readings | No readings |

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