KMD1002 Applications in Knowledge Media (v.1)

Winter 2016 Seminar Focus: Knowledge Media Design and Translational Research in Healthcare

Term: Winter 2016
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Course Meeting time: Tuesday, 1 to 4pm
Course Location: Semaphore Demo Lab. Room 1150. Robarts Library (Ground Floor)

Course Description
This course is a theme-based Pro-seminar course for KMD Collaborative Program students. Students who successfully complete the course will receive a Credit on their transcript rather than a specific grade. If students outside of the KMD Collaborative Program would like to take the course, they require special permission from the course Instructor.

The topic for the course changes from year to year (and between sections). In 2016, this section of the course will explore the transfer of knowledge in the field of health care, with a specific focus on Toronto. We will consider Knowledge Translation (KT), the role of digital media in the sharing of knowledge, and develop an understanding of the translational research health care network in Toronto through the research, development, design (and potential publication) of a guidebook to translational research landscape in Toronto.

Textbook and readings: There is no course textbook. Instead weekly readings will be listed (and available) on the course Blackboard site.

Goals and Learning Objectives: This course is shaped by the interest of the students. In 2016, KMD1002 is intended to help prepare students for successful careers in fields related to health care (including information professionals, designers and practitioners). At the end of this course, students should be able to:

- Critically engage with theories and concepts related to Knowledge Translation (KT) and Translational Research
- Interact with scholars, professionals and practitioners who engage with the translation of health care research
- Understand the roles played by research networks, government agencies, and private companies in the translation and delivery of health care in Canada
- Refine and develop the presentation skills to share research work

Course Structure: This course has three (3) contact class hours per week. The class sessions will be a combination of seminar presentations, discussions, teamwork and in-class activities. Blackboard will be used as a learning management system to support teams (groups), sharing of information, weekly slides, important dates, assignments, and other information about the course. Note that for every one (1) hour of contact, you can expect to do 2.5 hours of reading and preparation work on your own.

This is a professional Master’s program course and most students have some experience in the field of health care. As such, we will learn together, from one another, and relate the knowledge learned through the course to our past experiences and imagined future opportunities. I will provide an outline and structure for the course, present a framework for seminars, define assignments, and assign readings, but students will largely define the scope of their assignments and will be asked to contribute and share relevant materials and readings as well. The interaction among students and their collaborative work is essential in making the course a success. Students are expected to use the experiences and knowledge they bring into the course to help define their learning objectives, contribute to the course content, and complement their own learning experience and that of their classmates.

The course will have two generally themes, (i) Knowledge Translation in general and (ii) Translational Research as an emerging field of practice and study.

The research and compilation of a Translation Research Network Guidebook will form a core deliverable in this course. Students will be asked to work in collaborative groups to map Translational Researchers and related Knowledge Media Design Resources. Students will investigate who is doing translational research, what projects are they working on, what stage of translation are they in, which institutions are they affiliated with, and which resources do they require or have. This network mapping project is intended to give students a sense of current research and resources in this area and provide possible ideas avenues and mentors for their own capstone projects. Potential areas of research include (but are not limited to):

**Business:** Identify organizations that assist with the development of business ideas and/or fund raising. You should look for venture funding, start-up support organizations, and other entities working to aid in the development of health care related projects.

**Government:** Identify government programs (or agencies) which assist with the development of business ideas and networking opportunities. As well, consider provincial and federal granting programs which are intended to assist in the development of health care related projects.

**Health Care:** Identify community organizations (potentially at the municipal, provincial and federal level) and hospitals engaged in translational research projects or related work.

**Design:** Identify design shops or companies who operate in the health care space. Many capstone concepts will require the involvement of UI and UX designers, programmers...
and developers, software engineers, and other specialists who are needed to execute a concept.

A framework for the meta-map will be developed collaboratively by the class.

**Deliverables and Evaluation**

Students will be evaluated through a seminar presentation, three (3) assignments, and a participation grade.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Assignment Title / Description</th>
<th>Due Dates</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>Seminar Presentation</td>
<td>One of Jan 19, Jan 26, Feb 2 or Feb 9</td>
<td>20%</td>
</tr>
<tr>
<td>Report</td>
<td>Report regarding initial meta map findings and key related information</td>
<td>February 23</td>
<td>10%</td>
</tr>
<tr>
<td>Metamap contribution</td>
<td>Material for inclusion in guidebook</td>
<td>March 22</td>
<td>40%</td>
</tr>
<tr>
<td>Guidebook production</td>
<td>Production of guidebook for use by all students</td>
<td>March 29 and April 5</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>In addition to general participation, as part of the participation evaluation, each student is expected to present results of in-class activities.</td>
<td>Throughout the term</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Seminar Presentations**: Students (in pairs) will lead a seminar, based on their reading of an influential article or book chapter pertaining to Knowledge Translation or Translational Research, depending on the weekly topic. Student pairs will assign a reading to their classmates one week in advance of their seminar. The student seminars should be approximately 40-45 minutes in length and include ample opportunities for class participation or discussion. In addition to discussing the article, students are expected to provide context for the article, including information regarding the authors, relationship to the broader field, reception of the article, and potential application of the ideas. All students are expected to read the articles prior to class.

Please consider suggested articles list below (see *Weekly Schedule*) or discuss your choice with the instructor.

**Interim Report**. This report will capture the experiences and early results of research intended to identify “who is doing what, where and how.” The reports will serve as potential models for the final guidebook, including what specific information is required to ensure the most value to those engaged in translational research.

**Metamap Contribution**. The results of student research mapping Translational Researchers and related Knowledge Media Design Resources will be shared with the class. This work will form the core of the guidebook which the class will produce in the subsequent two weeks.
Guidebook Production. The merging of the material and inclusion of related articles, references, etc. will be conducted by the class. Students will assume various roles in the production and distribution of a PDF version of the guidebook.

General Expectations:

1. **Communication Policy**: Please do not email questions to the instructor. If you have a question, there is a good chance other people in the course have the same question or, at least, will benefit from the answer. Please post all questions to Blackboard (using the most appropriate forum) so that everyone in the course can benefit from your questions and the replies. Questions posted to Blackboard will be answered within three (3) business days.

2. **Readings**: It is important to complete the required readings before your class in order to fully benefit from the class activities.

3. **Late policy**: Late submission of an assignment carries a penalty of one grade (e.g., from B+ to B) for each class. Submissions will not be accepted after two weeks. Exceptions will be made only when supported by appropriate documentation.

4. **Requests for assignment extensions**: Please make every effort to meet the assignment deadlines. If you absolutely require an extension, please send the instructor a request with the following information: (i) very brief reason for extension, (ii) current status of the assignment, and (iii) due date requested. If an extension is granted, you must include correspondence regarding the request and the reply with your assignment.

5. **Academic Integrity**: The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used, they must be cited. You may use any formal citation format, as long as it is used consistently in your paper, the source material can be located and the citation verified. What is most important is that the material be cited. In any situation, if you have a question, please post it to Blackboard. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general. Please acquaint yourself with the University of Toronto’s [Code of Behaviour on Academic Matters](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

6. **Participation and Attendance**: Discussion and interaction in the classes are important ways to learn. Sharing your experiences and ideas with your classmates is central to your learning experience in this course, particularly in a seminar. As such, you should attend and participate in every class.

7. **Students with Special Needs or Health Considerations**: All students are welcome in this course and we will make every effort to ensure a meaningful, respectful and positive learning experience for everyone. If there are special considerations that you require to
help you successfully fulfill the requirements of the course, please feel free to see one of the instructors, the Faculty of Information Student Service (http://www.ischool.utoronto.ca/services/personal-advising), and/or contact the Accessibility Student Office (http://www.accessibility.utoronto.ca/index.htm) as soon as possible so we can ensure you are able to successfully meet the learning objectives for this course.

8. **Writing Resources:** Please review the material you covered in the Cite it Right presentation and familiarize yourself with:

   - **How Not to Plagiarize site:** http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize
   - **U of T’s policy regarding citation:**
     http://www.sgs.utoronto.ca/governance/policies/academicmisconduct.htm
   - **Office of English Language and Writing Support:**
     http://www.sgs.utoronto.ca/informationfor/students/english.htm
Weekly Schedule

January 12: Introduction

Suggested Reading


January 19: Knowledge Translation (KT). Theories and Frameworks

Activity: Seminar presentations (x2)

Suggested (potential) Readings


January 26: Translational Research: Definition

Activity: Seminar presentations (x3)

Suggested (potential) Readings


February 2: Translational Research: The process of translating research

Activity: Seminar presentations (x3)


**February 9: Translational Research: Education and Knowledge Media Design in Health Care**

Activity: Seminar presentations (x3)


*KMD related articles to be added*

**February 16: No Class (Reading Week)**

**February 23: Present initial research results**

Results or preliminary meta mapping research will be shared with class. We will discuss key information required for each source. Students present their work prior to a class discussion regarding challenges and next steps.

**March 1: Workshop: Group work**

There will be no formal class this week. Instead students will have time to meet, conduct research and work on meta map reports.
March 8: Workshop: Group work

There will be no formal class this week. Instead students will have time to meet, conduct research and work on meta map reports.

March 15: Workshop: Group work

There will be no formal class this week. Instead students will have time to meet, conduct research and work on meta map reports.

March 22: Presentation of final assignment

We will share, and discuss, the results of the meta mapping research.

March 29: Workshop: Develop guidebook and related tools, Part 1

We will merge the work of all students and compile a guidebook (in PDF format).

April 5: Workshop: Develop guidebook and related tools, Part 2 and Reflection

Reflection is key for learning, and we will reflect on the KMD1002 and the production of the meta map guidebook.