



IMAGINE
Inflammation, Microbiome & Alimentation
Gastro-Intestinal & Neuropsychiatric Effects



UNIVERSITY OF CALGARY
O'Brien Institute for Public Health



Strategic Clinical
Networks™

IMAGINE IBD/IBS Opportunity

PaCER Training Program: Studies Concept & Curriculum

Goal: *'Patient leaders in health research'*. Our mission is to build community and health system capacity by training patients and community members to conduct patient experience research. The training prepares graduates to support a range of research, quality improvement and co design projects that require patient or community input while ensuring a high level of data security, ethical compliance, collaboration, skilled engagement of participants and knowledge translation skills.

Method: *participatory grounded theory*. We combine engagement strategies including narrative approaches to ensure that the patients and communities are fully engaged throughout the process while applying classical grounded theory data collection and analyses that produce substantive and practical theory.

Focus: *how patients and communities resolve their main health concerns*. It tends to be most useful when understanding roles and relationships in new, inconsistent, unreliable or changing practices, policies and organizational structures. We are looking for patients and community members who are interested in using their experience to inform and explore this new area of research.

Delivery: *originates in the Cumming School of Medicine and is offered as a Continuing Education professional development program at the University of Calgary in Alberta, Canada*. The PaCER program of studies is a **blended distance model** that can be customized to reflect the needs of specific groups of students. It consists of 3 Courses:

- I. **Theory and foundations** -- a four-day intensive, face-to-face course early in the first term with online pre-session readings and assignments that are completed after the course.
- II. **Practicum in research and co design skills** -- begins in the second month of the first term with mentor support for groups of students and monthly sessions for everyone. This course ends with an in-person, two-day ethics writing workshop.
- III. **Internship in designing and conducting a research project** -- students conduct their research with supervision and support for shared analysis and planning. Students come together to present their findings at graduation.

Prerequisites: Interested applicants must own a lap-top and possess intermediate to advanced computer skills.

Schedule: This is a one-year blended *distance learning program* in collaboration with the University of Calgary's Cumming School of Medicine and Continuing Education. It begins with a 4-day (Jan. 4,5,6,7, 2019) Theoretical Foundations Intensive through to graduation in January 2020. For time commitments and additional requirements for successfully completing the program, see Course 1-3 Overviews on pg.2.



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OVERVIEW OF COURSE 1: PaCER Theoretical Foundations

This three-credit course (40 hour credit) combines pre-session readings, in-person lectures, group work and assignments. While it is a required course for the PaCER program of studies, it may be taken to develop patient engagement knowledge without committing to the research in courses 2 & 3. All graduates taking this course (i.e., completing the assignments) will receive a certificate and will become eligible to take courses 2 & 3 of the program of studies.

OVERVIEW OF COURSE 2: Practicum in Research Methods & Co design

This practicum course develops research skills and co design strategies in the following key competencies:

- ***Narrative Interviewing and analysis***
- ***Community and Field Research***
- ***Co Design consultation skills: SET co design advisory team***
- ***Design of group research project for ethics approval***

Students work in teams to develop PaCER leadership skills needed in engagement research. They will have the opportunity to try out four leadership roles that define PaCER research: mentoring, liaison, project management, and reporting. The time commitment averages two - three hours per week of online support and instruction, as well as 10 hours per week in assignments and fieldwork.

OVERVIEW OF COURSE 3: Internship in Conducting PaCER

The project will be focused on an area of relevance to individuals with IBD or IBS. Imagine will also provide support, guidance and access to a network of stakeholders to ensure success of the project.

The internship term of the program will enable the implementation of the research as outlined and accepted in research protocols. This applies basic research skills with a focus on advanced analysis and theory building. Teams now select a leadership role for the entire course and the team is expected to assume responsibility for conducting their research project with the mentor acting more as a mentor -- tracking progress through writing conceptual memos that inform emerging theory. The course will still include two hours per week of online support and instruction as well as 10 hours per week of conducting research. Completing research, sharing analysis, and writing conceptual memos as a means to a grounded theory will be used as assignments.