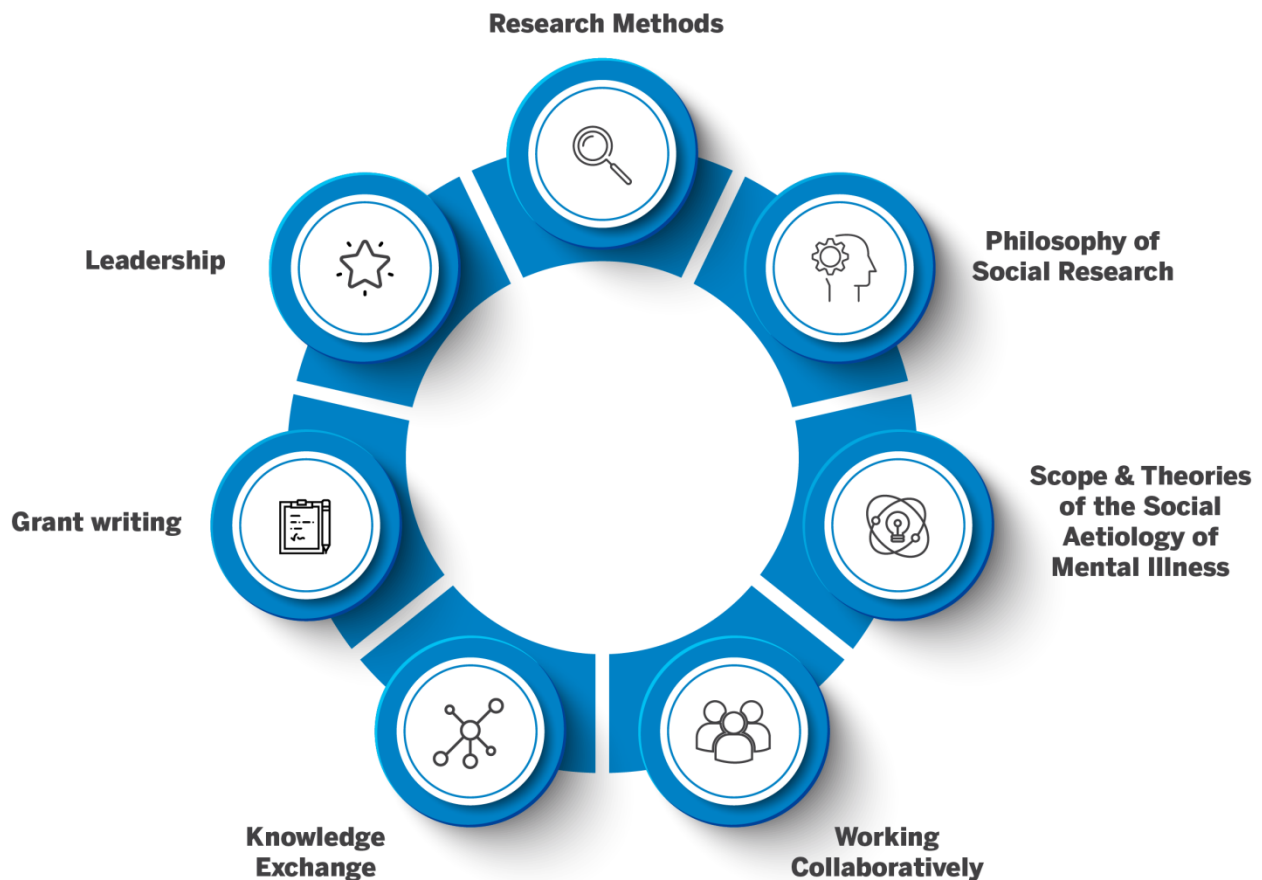


# SAMI Curriculum

The goal of SAMI was to improve understanding of the multi-level causation of mental illness and addictions disorders. SAMI used a Competency-based training, an approach allowing learners to advance along a series of defined milestones on their way to specific outcome (1). This document includes the SAMI curriculum with each competency domain outlined for future replication. Each contributing competency is described including main outcomes, leading objectives and educational strategies.



## SAMI Vision

Improve our understanding of the multi-level causation of mental illness and addictions disorders

## **Objectives of SAMI**

To develop:

- Knowledge, attitudes, and skills, for social aetiology research
- Research projects
- Grant proposals

## **Outcomes:**

Develop excellent researchers with:

- Increased outlook on research (methods, community perspectives)
- Increased ability to work collaboratively (with communities)
- Effective communication of their research and engagement in KTE
- Working Ethically
- Demonstration of leadership

## **Contributing Competencies**

- A. Research Methods:
  - A.1. Using an appropriate mix of new analytical methods, designs, and analysis.
  - A.2. Optimizing the use of the Web as a research tool.
  - A. 3. Using policy to make change
  - A. 4. Conducting Community-Based Research (CBR)
- B. Philosophy of Social Research:
  - B.1. Thinking critically outside one's own research domain
  - B. 2. Engaging in self-reflection
  - B. 3. Recognizing the philosophical bases of ethics
- C. Scope and Theories of the Social Aetiology of Mental Illness:
  - C.1. Recognizing the role of the social determinants of mental health.
  - C.2. Recognizing the role of genetics / biological determinants / neuroscience neurobiology in mental illness
  - C. 3. Recognizing social theories and social psychological theories of mental illness
  - C.4. Recognizing the interaction between biological-psychological-social determinants.
- D. Working Collaboratively:
  - D.1. Interacting appropriately in groups

- D.2. Teamwork
- D.3. Team building
- D.4. Interpersonal communication

E. Knowledge Exchange:

- E. 1. Communicating about research
- E. 2. Using knowledge exchange frameworks
- E. 3. Developing knowledge exchange strategies

F. Grant writing: Navigating the politics and stages of grant writing

- F. 1. Navigating the politics of grant writing
- F. 2. Following the stages of grant writing
- F. 3. Writing the grant proposal

G. Leadership: Leading teams, building networks and operationalizing your vision

- G. 1. Leading teams, building a network
- G. 2. Knowing your own leadership style
- G. 3. Strategizing your career
- G. 4. Understanding vision, mission, operationalizing the mission

## **A. Research Methods**

### **A.1. Using an appropriate mix of new analytical methods, designs, and analysis**

Outcome (Definition of competency)

Assessing the strengths and weaknesses of a variety of research methods in order to select the most optimal mix

Learning Objectives (knowledge, skills, attitudes)

1. Compare and contrast qualitative, quantitative, and new research methods.
2. Select the most appropriate mix of research methods.
3. Compare and contrast strengths and weaknesses of various research tools.
4. Design a mixed methods approach for your application, and 9-month individual and group research projects.

Educational Strategies

1. Lecture and readings on qualitative research

2. Lecture and readings on quantitative research
3. Lecture and readings on gender-based research
4. Lecture and readings on multi-level analysis
5. Group work and discussions
6. Lecture and readings on new analytical methods, designs, and analysis (IT) research; group presentations
7. Group and individual design and writing

#### Module Activities/Assignments

1. Describe in writing or in a presentation, the utility of GIS, gender-based analysis, multi-level modelling, and qualitative analysis.
2. Describe in writing or in a presentation, various quantitative analyses.
3. Practice gender-based analysis using sample datasets.
4. Practice multi-level analysis using sample datasets.
5. Write a protocol for your individual and group research projects and grant application(s).
6. Practice using different technologies and tools (databases, SPSS, other new applications).

### **A.2. Optimizing the use of the Web as a research tool.**

Outcome (Definition of competency)

Using the Web as both a source of information (content) as well as a means of collecting data (web-based tools)

Learning Objectives (knowledge, skills, attitudes)

1. Assess quality and relevance of information sources on the web.
2. Apply social networking and other web-based tools (wiki, blogs, GIS, FB, Twitter) for research purposes.

#### Module Activities/Assignments

1. Collect data and information hosted on the Web and discuss the relevance of this content to your proposed research.
2. Analyze an example of web-based discourse or content.
3. Describe at least two web-based tools and their application to a proposed research project

### **A.3. Using policy to make change**

Outcome (Definition of competency)

Analyzing and predicting the impact of policy on health equity.

Learning Objectives (knowledge, skills, attitudes)

1. Categorize policy frameworks at local, national, international levels.
2. Conduct equity impact assessments.
3. Recognize the working culture or norms at each level of the policy cycle.

Educational Strategies

Readings, site visits, and video-taped sessions

Module Activities/Assignments

1. Group discussions and presentations on different policy frameworks
2. Read and present an analysis of one particular policy framework or policy in terms of health equity.
3. Identify policymakers and politicians in a particular context and describe the linkages between them.

#### **A.4. Conducting Community-Based Research (CBR)**

Outcome (Definition of competency)

Assessing the strengths and weaknesses of a variety of research methods in order to select the most optimal mix

Learning Objectives (knowledge, skills, attitudes)

1. Identify, recognize, define, and describe power dynamics and imbalances that may arise in the context of a research project.
2. Negotiate productive relationships with community or communities impacted by the research

Educational Strategies

1. Lecture on CBR, site visits
2. Community consultations

## **B. Philosophy of Social Research**

### **B.1. Thinking critically outside one's own research domain**

Outcome (Definition of competency)

Appraising, analyzing, and questioning logical processes (ways of thinking) within more than one research domain

Learning Objectives

Demonstrate critical thinking when writing research proposals.

Educational Strategies

Seminars, lectures, presentations, group discussions

Module Activities/ Assignments

Critique your own individual, group, and peer proposals, presentations, and seminars, and other academic papers

## **B. 2. Engaging in self-reflection**

Outcome (Definition of competency)

Evaluating one's own cognitive and decision-making processes

Learning Objectives

Discover one's own beliefs, values, assumptions, and biases.

Educational Strategies

Journaling

Module Activities/ Assignments

Keep a journal of your reflections, emotions, reactions, and beliefs with respect to this program and your work.

## **B. 3. Recognizing the philosophical bases of ethics**

Outcome (Definition of competency)

Applying the philosophical principles underlying ethics when conducting research

Learning Objectives

1. Explain the links between philosophy and ethics.
2. Recognize philosophical bases of ethics in research.

Educational Strategies

Lectures, readings, group discussions, presentations

Module Activities/ Assignments

Do a presentation during the first week and then reflect after 4-5 weeks.

### **C.1. Recognizing the role of the social determinants of mental health (18) +**

Outcome (Definition of competency)

Recognizing the range of personal, social, economic and environmental factors that determine the health status of individuals or populations (WHO, Health Promotion Glossary, 1998)

Learning Objectives

1. Define the social determinants of health and how language is used when describing SDO
2. Explain the different rules of investigation of social determinants
3. Explain how the SDOH affect each other, e.g., the "the web of causation"
4. Explain the social theories and the social psychological theories of causation of MI

Educational Strategies

1. Literature reviews, discussions
2. Group discussions and group presentations
3. Lectures

Module Activities/ Assignments

Find info about social and biological DOH and make presentations

## **C. Scope and theories of the social aetiology of mental illness**

C.2. Recognizing the role of genetics / biological determinants / neuroscience / neurobiology in mental illness

Outcome (Definition of competency)

Recognizing biological factors that determine health, including genetic heritage and immunity (endogenous factors) and interactions with other living things (exogenous factors)

Learning Objectives

1. Define the biological determinants of health and how language is used when describing these determinants.
2. Explain the different rules of investigation and concepts of biological determinants.
3. Distinguish between heredity and genetics.

## Educational Strategies

1. Case studies
2. Seminars - student led

### **C.3. Recognizing social theories and social psychological theories of mental illness**

Outcome (Definition of competency)

Analyzing factors related to social class, group dynamics, theory of family and society.

## Educational Strategies

1. Tie back in with the various research projects
2. Case studies

## Module Activities/ Assignments

Discuss a case study - e.g., Gulf War Syndrome (influence of media, cultural influence, and rate of incidence linked to term of service and perceived informed-ness)

## **D. Working Collaboratively**

### **D.1. Interacting appropriately in groups**

Outcome (Definition of competency)

Interacting appropriately in groups

## Learning Objectives

1. Relate to others in a respectful and sensitive way
2. Demonstrate positive attitude
3. Give and receive feedback in a way that generates dialogue and produces an atmosphere of safety
4. Value diversity in the group

## Educational Strategies

1. Work in groups to do projects
2. Work in groups to do presentations
3. Work with community organizations



## **D.2. Teamwork and team building**

Outcome (Definition of competency)

Working cooperatively and productively with others and facilitating team cooperation

Learning Objectives

1. Recognize strengths and weaknesses Demonstrate positive attitude
2. Value different people's skills Value
3. Work collaboratively
4. Support cooperation and motivate team members to accomplish group goals
5. Promote trust and respect
6. Demonstrate team process skills

Educational Strategies

1. Work in groups
2. Role playing

## **D.3. Interpersonal communication**

Outcome (Definition of competency)

1. Communicating effectively with people
2. Managing the mentor relationships in productive ways

Learning Objectives

1. Demonstrate good listening skills
2. Practice clear and effective verbal communication
3. Connect and build rapport with other people

Educational Strategies

Role Playing

## **E. Knowledge Exchange**

CIHR definition of KT: knowledge translation (KT) is defined as a dynamic and iterative process that includes synthesis, dissemination, and exchange and ethically-sound application of knowledge

## **E. 1. Communicating about research**

Outcome (Definition of competency)

Communicating research effectively to different audiences

Learning Objectives

1. Demonstrate 3 types of presentation styles (inform, persuade, request)
2. Use different formats/styles, e.g., academic, town hall, narrative instead of information style
3. Apply different approaches and technologies, e.g., when and how to use PPT , webinars, websites
4. Write effectively for academic publications
5. Demonstrate good communication skills when being interviewed, e.g., T.V., radio, print
6. Recognize different writing conventions, e.g., news, press releases, blogs

Module Activities/ Assignments

1. Use different formats and styles when doing presentations and seminars to each other and to mentors
2. Role play and tape interviews and critique on video
3. Use different formats and styles when doing presentations and seminars to each other and to mentors
4. Submit lit review done for research project to peer reviewed journal
5. Role play and tape interviews and critique on video
6. Analyze use of news articles as part of KE strategy and the impact: four types (Scary, David and Goliath, Frontier, Personal tragedy)

## **E.2.E.3. Communicating research using knowledge exchange frameworks**

Outcome (Definition of competency)

Positioning your research within a particular KE framework

Learning Objectives

1. Describe Knowledge Exchange frameworks that potentially relate to your research
2. Describe all stages of a dissemination plan, how to get buy-in at every stage

Module Activities/ Assignments

Develop a full Knowledge Exchange strategy for your research project (include audience analysis, policy connections, stages, dissemination plan)

## **F. Grant Writing**

### **F. 1. Navigating the politics of grant writing**

Outcome (Definition of competency)

Recognizing the goals and needs of the funder

Learning Objectives

1. Identify the appropriate funding source
2. Review funder's goals, preferences and other submission requirements

Module Activities/ Assignments

1. Read the call for proposals from different sources
2. Select a research funding opportunity and research the funder

### **F. 2. Following the stages of grant writing**

Outcome (Definition of competency)

Applying stages of grant writing process

Learning Objectives

1. Formulate an idea that is specific, measurable, and easily communicated
2. Apply knowledge of funders/grants to determine feasibility of applying
3. Apply stages of grant writing to their solo and group grants
4. Form a research team
5. Write a grant
6. Prepare an appropriate budget and timeline
7. Recognize the role of peer review process and Organize an internal peer review pannel

Module Activities/ Assignments

1. Write overall goal and specific aims
2. Read and critique previously funded grant applications
3. Write a grant proposal applying the funder's guidelines
4. In groups, present solo grant to peers for feedback
5. Present grant proposal to mentors

### **F. 3. Writing the grant proposal**

Outcome (Definition of competency)

Demonstrating grant writing skills

Learning Objectives

1. Recognize the audience (who is on the panel)
2. Apply required grant application structure
3. Demonstrate clear and precise thinking
4. Point out why research needs to be done

Module Activities/ Assignments

Read and critique each other's' grant applications

## **G. Leadership**

### **G. 1. Leading teams, building a network**

Outcome (Definition of competency)

Demonstrating leadership and networking skills

Learning Objectives

1. Recognize power dynamics and different types of power - position, personality, expertise
2. Create congruence of individual and team goals
3. Identify and create effective contacts with others

Module Activities/ Assignments

Do the EI test

### **G. 2. Knowing your own leadership style**

Outcome (Definition of competency)

Recognizing personal leadership style

Learning Objectives

1. Identify ones EI style and personality type (Myers-Briggs)
2. Recognize ones strengths and weaknesses with respect to leadership

Module Activities/ Assignments

Do Myers-Briggs Type Inventory assessment

### **G. 3. Strategizing your career**

Outcome (Definition of competency)

1. Planning career and networking to achieve professional goals and expand options
2. Understanding vision, mission, operationalizing the mission

Learning Objectives

1. Reflect on individual goals with respect to SAMI and research
2. Develop a networking strategy that aligns vision, mission, values, and goals
3. Apply their knowledge, vision, and values to develop their own Web-based network

Module Activities/ Assignments

1. Produce a plan for what they want to do with SAMI over a 5-year period
2. Create networking strategy
3. Produce an online research network