



UNIVERSITY OF SASKATCHEWAN

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## Faculty Project Proposal for MPT Research Projects 2023-24

## Personal Information

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## Project Details

Project Title:	Using research in MPT teaching & learning to create conditions for anti-oppressive practice ~ co-constructing reflective practice tools with MPT students as research partners		
Expected Start Date:	February 1, 2024 (and/or as decided in partnership with MPT student candidate(s))		
Project Length:	<div><input checked="" type="checkbox"/> Preference 2: Full Project (300 Hours)* <i>*note: if we are unable to hire 2 x half-project student researchers, then we are interested in one full project (1<sup>st</sup> or 2<sup>nd</sup> year MPT student)</i></div> <div><input checked="" type="checkbox"/> Preference 1: Half Project (150 Hours)* <i>*note: we are proposing to hire 2 x MPT students, each with one ½ project commitment (a 1<sup>st</sup> and a 2<sup>nd</sup> year)</i></div>		
Project Level	<input type="checkbox"/> First Year	<input type="checkbox"/> Second Year	<input checked="" type="checkbox"/> First and/or Second Year
Project Type:	<input type="checkbox"/> Clinical	<input type="checkbox"/> Biomedical	<input type="checkbox"/> Quality Improvement
<input type="checkbox"/> Retrospective Chart Review		<input type="checkbox"/> Other (specify): <b>Scholarship of Teaching &amp; Learning (SoTL)</b>	
Will this project be linked to a research clinical placement?			<input checked="" type="checkbox"/> Yes (it could be) / <input type="checkbox"/> No
If yes, have you received approval from the Academic Coordinator of Clinical Education? Please attach a letter of support			<input type="checkbox"/> Yes / <input checked="" type="checkbox"/> No

## Project Description

Include background, research topic, and description of general duties.

Changemakers unite!

We are excited to bring a “new-to-us”, innovative research project to the MPT student research stream in the SRS... which emphasizes engaging **MPT students as co-researchers and participants**, in a practice of ‘**collective leadership**’, within a **Scholarship of Teaching & Learning (SoTL)** research project.

As many of us in the SRS are aware, we are on a quest to **enhance, elevate, and transform *how to* integrate concepts of cultural humility, decolonization, reconciliation, equity, anti-oppression (and more!) within MPT teaching and learning spaces.** These are weighted terms that mean different things for faculty/instructors and for students and there is often a disconnect with ‘**how to**’ actually do this work in the MPT classroom in ways that are meaningful, respectful, and relevant for all.

Ultimately, a goal we strive for (through a project like this) is to prepare future physical therapy graduates to actively and collectively engage in dismantling and redressing racism in the health system, thereby narrowing health disparities and improving health equity in society. And, in order to move towards this goal, it is essential that we need to research **HOW to decolonize teaching and learning practices within MPT classes... and we cannot do this alone.** We strongly believe that we must **actively engage MPT students as both co-researchers and participants** to guide,



participate, inform, and contribute to this research project in order for this work to be relevant, inclusive, and transformational. The outcomes of this project will impact not only future MPT students at USask but also at a national teaching/learning level, and at the community and health system level.

We want to be **thoughtful about (and responsive to) the strengths and interests of the MPT student research partner(s)** who join our team by engaging the successful candidate(s) in all phases of the SoTL research process (including research design, objective/question development, implementation, analysis, and dissemination). Therefore, although we have an idea of the general research duties and activities the MPT student researcher(s) will engage in, we want to **build a culture of reciprocity**. In other words, we want to work with the successful MPT research student(s) to self-identify their interests, strengths, and priorities of research skill development so that student(s) direct how and where they want to spend their research time within this project. In this way we will **prioritize a mentor/mentee research model** and **employ a 'collective leadership' approach** to this SoTL research project.

General research duties you may choose to be involved in include (but are not limited to):

- co-developing research objectives and questions,
- leading/co-leading a literature review (in the area of equity, diversity, inclusion, cultural humility, anti-oppression in PT curricula),
- co-designing feedback/evaluation tools (such as a reflective practice map/pathway)
- co-designing student-driven reflective practice activities to accompany the feedback/evaluation tools that are informed and inspired by student experience and perspectives. For Example:
  - written reflection,
  - videos,
  - photovoice,
  - Instagram posts,
  - roundtable discussion,
  - walking galleries,
  - spoken word,
  - other... (you tell us!)
- co-develop research instruments (interview guides, focus group discussion prompts)
- facilitating/co-facilitating think tanks and focus group discussions with MPT students, faculty, instructors,
- writing & communication (eg. ethics application and amendments, reports, newsletters, conference abstracts, posters, presentations, manuscripts, KT outputs, social media posts, other)
- collect, analyze & disseminate data & results
- other ideas that students propose... we want to hear from you! 😊

If you are interested and curious about **applied and participatory research, how to decolonize, transform, and reframe research** practice that challenges traditional 'positivist-driven' ways of doing and knowing, and if you are interested in applying a **'collective leadership' & student-engaged approach** to research (basically working in a team and bringing your experience, perspective, ideas, and knowledge into the research realm), **then this project is for you!**

So, Carrie & Sarah encourage you to reach out to us for a conversation, to ask us questions and clarify expectations, even if you are not sure about research, or if this project sparked your curiosity and interest in some small way. You never know where this path could lead... and besides, at minimum you may just be able to enjoy some of Carrie's snacks in the process. We look forward to hearing from you!