



TEACHING SKILLS FOR EXCELLENCE IN HEALTH RESEARCH.

Comprehensive Research Education Online for you!



creo™ was developed by the Interdisciplinary Research Team in Research Services at the IWK.

PRODUCT DESCRIPTION

Our goal is to build research capacity and promote a culture of research in health care education and practice.

www.creohealtheducation.ca

The creo™ portal builds health research capacity among health care providers and trainees by providing continuing research education that can be self-directed, interactive, and tailored for specific user groups. creo™ is a revolutionary online educational program that delivers health research learning opportunities, anytime, anywhere.

A major advantage of creo™ is the convenience online education offers staff and trainees:

- Accessible 24 hours a day, 7 days a week
- No need to travel
- Go at your own speed and focus on the material of interest to you
- Interact with others you might not otherwise meet
- Connect with free research consulting services provided by the IWK Health Centre through Ask the Experts
- Access to excellent references that further explain or exemplify specific topics
- Multiplatform access. creo is as easy to read and navigate on a desktop, tablet, or smart phone

Instructional design is guided by needs assessments, evidence, and learning theory:

- Engaging and easy to navigate platform, with explicit learning objectives for each session
- Activities designed to integrate content with users' personal interests
- Discussion boards connect people (1) who are otherwise contextually disparate, and (2) with experts
- Links are provided to current and best evidence, as well as external sites to generate interest
- Cases include clinical problems and concrete examples to make content applicable
- Assesses learning with pre and post tests, and activities that encourage application
- A library is available to access completed work in the future, for accountability and to support learning
- All user activity is recorded, which supports accreditation processes and evaluation and continued improvement of creo™

RESOURCES

Shortt, S. E. D., Guillemette, J-M., Duncan, A. M., Kirby, F. (2010). Defining quality criteria for online continuing medical education modules using modified nominal group technique. *Journal of Continuing Education in the Health Professions*, 30 (4), 246 – 250.

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Ullrich N, Botelho CA, Hibberd P, Bernstein HH. Research during pediatric residency: Predictors and resident-determined influences. *Acad Med* 2003;78:1253-8.

ABOUT US

creo™ Working Group:

The IWK Interdisciplinary Research (IDR) team comprises the creo™ working group

- Jill Hatchette, Consulting Scientist, IWK & Adjunct Faculty, Community Health and Epidemiology, Dal
- Jaimie Corbin, Web Development & Graphic Design, IWK Health Centre

creo™ Advisory Committee (AC):

This committee is comprised of researchers, educators, and clinicians with a shared interest in evidence based practice and developing new ways to offer research related learning opportunities. Chaired by one member of the working group, members of the AC provide feedback and guidance regarding development, implementation, and growth of creo™.

- Patrick McGrath, Integrated Vice President, Research and Innovation, IWK and CDHA
- Krista Ritchie, Chair of creo™ Advisory Committee
- Robert Bortolussi, MD, FRCPC. Clinician, IWK Health Centre. Professor, Medicine, Dalhousie
- Margot Latimer, PhD, RN. Clinician, IWK Health Centre. Associate Professor, School of Nursing, Dalhousie
- Gavin Morrison, MD. Chief of Pediatric Critical Care, IWK Health Centre
- Constance LeBlanc, MD. Associate Dean, Continuing Medical Education, Dalhousie University
- Saad Chahine, PhD. Assistant Professor, Faculty of Education, Mount Saint Vincent University

CONTACT US

Jill Hatchette: 1.902.470.8717

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CREO™ FACEPAGE

This is where users request an account. A message is sent to the creo working group. We process the registration and assign to user group(s) (e.g., Dal pathology residents would see grant applications from their faculty to structure a mock-SRC activity under Grantsmanship Cases that no other user could see).



Helping Staff And Trainees Access Continuing Education in Health Research

Five interdisciplinary specialists from all the IWK Health Centre preside staff and trainees interested and needs-driven continuing education in the field of health research and evidence-based practice - creo is a revolutionary online educational program that combines learning beyond the workplace and beyond and delivers learning opportunities to office locations and during commuted times.

One Major Advantage Of CREO is The Convenience Online Education Offers Staff And Trainees:

- Accessible 24 hours a day, 7 days a week
- No need to travel
- Do it your own speed and focus on the material of interest to you
- Interact with others you might not otherwise meet through online discussion boards
- Connect with health research consulting services provided by the IWK Health Centre through Ask The Experts
- Access to excellent references that further explore or completely learn the methods and approaches to data analysis

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Please fill out your name and use your IWK email address for registration. If you do not have one please use the email from your primary institution.

Thank you

First name:

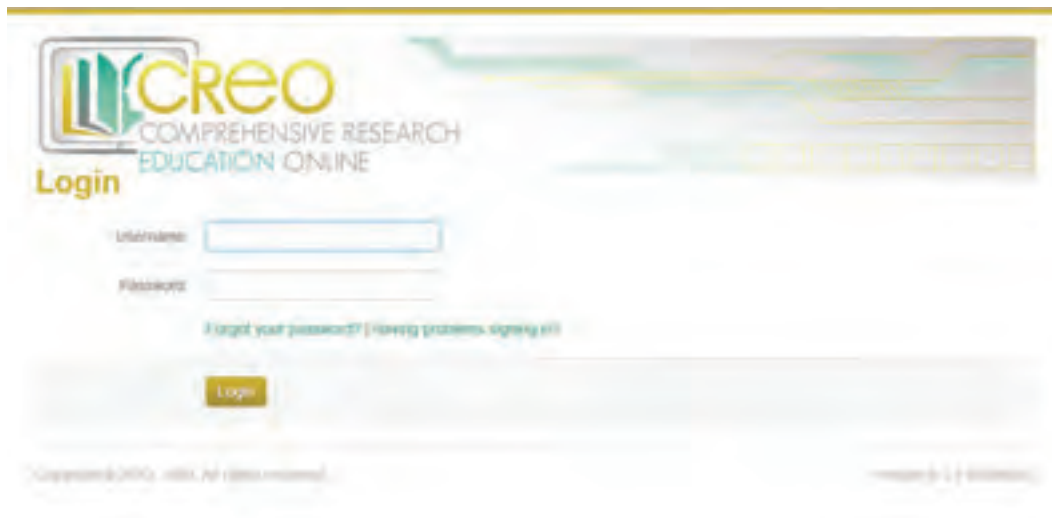
Last name:

Email address:

CREO™ LOGIN

Access to creo™ once an account is created for you is straightforward, and accessed at:

www.creohealtheducation.ca



SESSIONS

Nine sessions teach the fundamentals of research design and methodology through self-directed learning. Grounded in the sequential process of applied research, each session covers a part of the logical research process from beginning to end. Users can access sessions sequentially, or go directly to the topic that is immediately relevant.



TABLE OF CONTENTS

The structure of all lessons is laid out in the Welcome Session Table of Contents. Each session begins with its own table of contents. This structures the learner's expectations, and helps them self-navigate to specific parts of a lesson.



LESSON

Each session contains a lesson, which contains most of the content to be learned. Pages presenting information are easy to read, not too text heavy, and contain engaging graphics to maintain interest and attention. Lessons include a quiz, thought provoking inquiries, and occasional audio and video materials.



The screenshot shows the CREO website interface. At the top, there's a navigation bar with links: Home, Sessions, Library, Messages, Files, and Community. Below this is a sidebar with a list of topics including: Welcome to CREO, Getting Approval, Developing a Research Question, Research Methods, Ethics & Research, Journals, Quantitative Research, Qualitative Research, Interviewing, Literature, Clinical, Resources, Activity Set Up, Clinical Research, and Knowledge Transfer. The main content area features a large image of three people in a laboratory setting. Below the image, the lesson title "What Are Your Research Goals?" is displayed. The text explains that research is often required for career advancement and that having a clear goal is essential. It lists three key questions to consider: "Is there something in your clinical practice that is of concern?", "Is there a better way of providing care on your service?", and "Is there a policy that you can identify that needs change?". The text also mentions that incorporating research into daily tasks can be challenging but rewarding. Below this, there are sections titled "A Little Help Goes A Long Way" (encouraging collaboration with colleagues), "If You Build It They Will Come" (emphasizing the importance of building a research team), "Who?" (discussing the importance of having a team with diverse skills and experience), and "Why Is A Team So Important?" (listing benefits such as interdisciplinary approaches, shared expertise, and increased opportunities for dissemination).

CASES

Different in format for every session, under Cases you find concrete examples of the material covered in the lesson. This section can continually be added to, and user groups can contribute their own context-specific cases to learn from. This is a case for a Statistics Session, a resident explaining ANCOVA in the context of his thesis research.



ACTIVITIES

Each session contains an activity that can be completed as many times as users want. Activities are designed to help learners plan their own research, or understand and appraise literature relevant to practice. This decision tree asks users a series of embedded questions about variables in a research question to suggest appropriate inferential statistics to include in an analysis plan. This is also an interactive way to learn about a range of parametric and nonparametric statistical tests.





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