

OCCTH 900
Directed Final Project- Critical Literature Review
Course Credits 6

Course Outline 2010-2011

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Instructors: MSc Project Supervisor

Course Description:

Critical analysis of evidence for practice forms the basis of this course, which is designed to help students develop the ability to become an independent learner with skills to carry out basic methods of enquiry. As the student progresses through the course the emphasis will shift from developing learning skills to independent investigation using sources of evidence. Students will carry out a structured review of the evidence base of their research topic and participate in activities focused on wider dissemination of their findings.

Links to other courses:

This course builds on all OCCTH courses in Years 1 and 2 of the programme.

Prerequisite: None

Co-requisite: This course occurs throughout the MSc program

Goal Statement:

The purpose of this course is for students to learn to read the available literature critically and to develop effective skills for writing reports and communicating evidenced-based information. This course does not seek to create researchers but to develop critical consumers of the available evidence, who can contribute to original research.

Student Learning Objectives:

1. Formulate an appropriate research question addressing a research topic based on the outcome of an intervention of interest to occupational therapists.
2. Complete an original structured review of the evidence base related to the specific research question (e.g. intervention/program)
3. Prepare a 6000 word paper (including abstract, references and acknowledgements), synthesizing and applying the review findings
4. Present the review findings at the oral defense in June

Occupational Therapy Outcomes:

At the end of the course, students will be able to identify a research topic and question based on an outcome of an intervention, plan and execute a small scale individual structured review research project, demonstrate an understanding of some research methodologies and approaches and disseminate their research findings in appropriate formats.

Transferable Skills: Students can apply skills learned in this course throughout the entire occupational therapy program. These skills then will be transferable to professional practice.

Teaching Strategies:

- Tutorials - class attendance and participation in discussions and group work are essential.
- Group work is an integral part of the course, and students are expected to fully participate during all phases of problem solving process.
- Preparation of 6000 word manuscript (APA formatted)
- Oral defense of work undertaken

Course Overview

Year 1 Term 1 (during OCCTH 562)

During this course students will undertake several critical reviews of journal articles applying the McMaster protocols.

Year 1 Term 2 (during OCCTH 565)

Scheduled class time in Term 2 see timetable.
Research question development using PICO.
Development and submission of research proforma by 7th April 2011.
Allocation to supervisor by May
Commence work on search strategy for critical literature review.

Year 2 Term 1

Continue work on reviews, attend/ participate in mandatory meetings with supervisor and in tutorial group.

Year 2- Intersession

Continued review work, mandatory meetings and tutorial groups
Submit final report
Oral defense

Supervision

After the proformas outlining the critical review research topic are approved by the Course Co-ordinator students will be allocated a research supervisor to provide tutorial support to enable them to successfully complete their critical literature review. The allocation will be made on the basis of joint interest in the proposed topic and supervisor expertise and interest in the subject, as much as possible. The role of the supervisor is to discuss and advise, but not to contribute substantially to the project. Students should arrange tutorials to discuss the progress of their work; a minimum of three (3) compulsory meetings are required and evidence of this needs to be appended in the final report.

These compulsory meetings must be documented using the appended template and signed and dated by the supervisor. The three (3) meetings are seen as the minimum support that students would need, and they are encouraged to arrange additional tutorials at their discretion; these should also be recorded. Students are expected to keep in contact with their supervisor via e-mail, and prior to any meeting they must send an e-mail clearly outlining what they want to discuss and their progress to date with any previously agreed action plan.

Additionally students will need to complete a mid term review of their work to date with their supervisor (see pages 19-21).

The student's final report of their critical literature review will be marked by his or her supervisor and by a second marker assigned by the course co-ordinator.

Structure and Presentation of the Project

Structure of the Paper

The completed critical literature review report should comprise a word length of 6000 words (+/- 10%), not including the abstract, figures, references, reference list or any appendices. The contents may vary depending on the exact nature of the study but would normally include the following sections: title page, abstract, acknowledgements, introduction/background, methods, critical literature review findings, discussion (including limitations), conclusion, reference list, tables and appendices. The tables should not be embedded in the body of the paper.

1. **Title page:** Must include your supervisor's name and a word count.
2. **Abstract:** A succinct and comprehensive summary of the project including a brief precis of all sections structured with the relevant headings (background, purpose, methods, findings, implications and key words).
3. **Introduction:** An outline of the topic providing background literature to the review, including definitions of all of the major concepts. This section should place the review under an appropriate occupational therapy theoretical framework, show relevance to the context of current practice and include up-to-date references, from books and journals; full use of library facilities should be evident. Literature should be comprehensive, of sufficient scope, and pertinent to the title. Keywords and terms to be defined, and sections should conclude with a clear statement of the research question.

4. **Methods:** This is a very important section of the paper and students should give it sufficient attention. This section should demonstrate that students have undertaken all of the steps as taught in class (OCCTH 562) regarding the critical literature review process. To ensure that their review can be replicated students must include all of the steps they used including: search strategy, dates conducted, databases searched, search terms used, identify their inclusion and exclusion criteria (providing a rationale for each), suggestions and comments if relevant from the 'expert' in the field who will review their search strategy.
5. **Critical Literature Review Findings:** This is a major section of the written report. It must contain a comprehensive review of the most recent research on the topic. Generally, this section must include the objective reporting in a concise manner the 'facts'. The use of tables and figures is also required to display the critical literature review findings.
6. **Discussion:** This section should demonstrate student's clear understanding of findings from their critical literature review as well as the implications. The discussion should demonstrate the links between the occupational therapy theory (as introduced in the background section of the report), review data must be linked to the available literature as well as an evaluation of the research process, with appropriate distinction between the content of the research and the process of research. Additionally students must include an application of their findings into practice, as well as make suggestions for further research.
7. **Conclusion:** An accurate summing up which links the literature review, results and discussion. No new information to be included. A clear statement of the principal findings is presented.
8. **References:** Should be complete and relevant to the topic. It must be accurate and conform to the format of the Canadian Journal of Occupational Therapy (CJOT) following APA guidelines. It is essential that all sources of information used in the writing of your final report are acknowledged appropriately. The use of unattributed direct quotations or paraphrasing may be regarded as plagiarism and dealt with according to University ordinance. It is highly recommended that the final report and reference list be formatted using a bibliographic database program such as REFWORKS, REFERENCE MANAGER or END NOTES.

Report Presentation Instructions:

The title should be precise and to the point, grammar and spelling correct, and style appropriate (e.g. past tense, third person). Layout and design should be clear and accessible and the format should conform to guidelines and include appropriate acknowledgements.

The report must be printed by means of a word processor on white paper. Direct quotations should be placed in quotation marks and indented and single spaced if of more than two lines. Illustrations, charts and tables should be clearly labeled and placed in the appendices as per the CJOT guidelines. Pages must be numbered, with a left hand margin.

By the due date the final critical literature review report must be submitted in electronic and hard copy format to their supervisor. An eClass will be set up for OCCTH 900 students so they can submit their final reports electronically.

Electronic copy:

Students should ensure that their electronic submission is contained in ONE document (ie. do NOT put title page, report, references, appendices etc in separate documents. Documents should be in Word format and NOT PDF.

Hard copy:

The work must be bound (spiral or uni-bond) so there are no loose pages, and three copies should be produced, two to be submitted (one will be retained by the Department and one will be returned). Students should keep the third copy in a safe place until they receive their final mark. A computer disk or CD copy of the paper should also be submitted clearly labeled with the student's name

Title Page:

The title page should consist of the following:

- Title of research topic
- Student's name
- Supervisor's name
- Date of submission
- Course Descriptor OCCTH 900
- Assignment: Final Directed Project
- Word count
- The statement: 'Paper submitted in partial fulfillment of the requirements for the degree of Master of Science in Occupational Therapy' Department of Occupational Therapy, University of Alberta

NOTE: Students will need to negotiate individually with their supervisors regarding the submission date for a draft version of their final report.

In order to avoid issues surrounding plagiarism students are encouraged to use SafeAssign which can only be assessed within eClass (Blackboard Vista).

Reference Material:

Essential reading:

- Greenhalgh, T. (2010). *How to read a paper: The basics of evidence-based medicine* (4th Ed). London: BMJI Books.
- OCCTH 900 Directed Final Project Syllabus
- Law, M. & MacDermid, J. (eds) (2008). *Evidence-Based Rehabilitation: A guide to Practice*. New York: Slack Inc.

Recommended Reading

- Bowling, A. (1997) *Research Methods in Health*, Buckingham .Open University Press.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*. London: Routledge Falmer.
- Robson, C. (2002) *Real World Research*, London: Sage.

- Sullivan, T, J. (2001). *Methods of Social Research*, London: Harcourt College Publishers.
- Tarling, M., & Crofts, L. (1998) *The Essential Researcher's Handbook*. London: Bailliere Tindall.

Additional Reading

- Coolican, H. (1991). *Research Methods and Statistics in Psychology*. London: Hodder & Stoughton.
- Cresswell, W. J. (1997). *Qualitative Enquiry and Research Design*. London: Sage.
- French, S. & Sim, J. (1993) *Writing: A Guide for Therapists*. Oxford: Butterworth-Heinemann.
- Payton, O. D. (1998). *Research: Validation of Clinical Practice*. (2nd Ed). Philadelphia: F. A. Davis Company.
- Reid, N. (1993). *Health Care Research by Degrees*. Oxford: Blackwells.
- Turabian, K. L., (1996) *A Manual for Writers*. (6th Ed). Chicago: Chicago Press.

Important Websites:

1. Occupational Therapy Evidence-Based Practice Research Group
<http://www-fhs.mcmaster.ca/rehab> Critical Qualitative & Quantitative Reviews
2. York CRD website – <http://www.york.ac.uk/inst/crd/report4.htm> more information on doing structured reviews
3. British Medical Journal Downloadable textbook- Qualitative Research in Health Care <http://www.bmjbookshop.com>
4. Manchester NHS Evidence4u. <http://www.evidence4u.man.ac.uk>

Oral defense

This will occur on Friday June 10th 2011. Students will be required to answer questions from their supervisor and another professor for a period of 15 minutes. A timetable will be generated closer to the time. (see pages 16-17 for marking proforma and rubric)

Assignments and Examinations Information:

- | | |
|---|----------------------------|
| 1. Submission of 6000 word final report | May 16th 2011 due by 4pm |
| 2. Oral Defense | June 10 th 2011 |

Mark Distribution:

Final report	70 %
Oral Defense	30 %

NOTE: Students who fail to obtain a passing mark for their final report will resubmit their work by mid August (date to be advised) 2011 and upon passing will be allowed to go to oral defense in September 2011.

Grading:

<u>MSc OT grading</u>	
A+	95-100
A	87-94
A-	81-86
B+	76-80
B	71-75
B-	65-70
<u>C+ Minimal Pass</u>	<u>60-64</u> (Minimal pass)
C	57-59
C-	54-56
D+	<u>52-53</u>
D	50-51
F	0-49

Policy about course outlines can be found in Section 23.4(2) of the University Calendar. (GFC 29 SEP 2003)“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University” (GFC 29 SEP 2003).

Group work- is an essential part of the course and students are expected to fully participate in each group activity. How students participate is one indicator of their professional conduct and therefore assignments requiring group work incorporate peer evaluation and academic consequences for not participating fully as outlined in the group work policy at <http://www.rehabmed.ualberta.ca/ot/Handbook/policies.htm>. Please read carefully. DO NOT wait until an assignment is due to take action as outlined in the policy. DO contact the course instructor about concerns as soon as possible.

Student Accommodation/Illness/students at risk

Any request for accommodation must be submitted in writing at the beginning of the course with a letter from Specialized Support and Disability Services (SSDS) that identifies the student’s specific accommodation needs. This information should address how this disability or need impacts the student’s ability to participate in the normal requirements of the course. Where a student is not yet registered with SSDS, medical or other documentation must be provided at the beginning of the course. Students will be referred to SSDS by the course instructor for necessary registration. Please refer to the Faculty of Rehabilitation Medicine student procedures manual for specific information. http://www.uofaweb.ualberta.ca/ot/FRM_Procedures_Documents.cfm

Future conference presentations and/or journal submission surrounding your Critical Review

Remember that if you are wishing to submit your findings to a journal or present (oral or poster) at a conference your supervisor is considered to be a co-author (unless they indicate otherwise). Therefore you need to seek their permission before you submit any materials for consideration.

OCCTH 900 FINAL DIRECTED PROJECT

Compulsory Supervision Meeting

Name:

Date:

Points Discussed:

Actions to be Taken:

Student's Signature:

Professor's Signature:

.....

.....

Marking Guidelines for OCCTH 900- Critical Literature Review

Student Name:.....

General Considerations:

Is the overall standard of work adequate?	Yes	No
Is the research the student's own work?	Yes	No
Is there evidence that the student has developed research skills appropriate to this level?	Yes	No

Section A: Presentation _____ / 10

Section B: Abstract & Introduction _____ / 20

Section C: Method- Critical Literature Review _____ / 40

Section D: Results, Discussion & Conclusion _____ / 20

Section E: Appendices _____ / 10

Final Mark Awarded _____ *Total =* _____ %

General Comments

Section A: Presentation

<u>Presentation</u>	Yes	No	NA
Word limit 6000 = +/- 10% (excluding references, abstract & tables)			
Appropriate layout, pagination, subheadings, spacing			
Adherence to “Guidelines for Submission of a Written Assignment,” module handbook and Canadian Journal of Occupational Therapy style guide			
Thorough proof reading is evident with minimal or no grammatical or spelling errors			
Style & Clarity			
Appropriate report style, uses consistent third person tense			
Clear, fluent English			
Correct spelling, grammar & punctuation			
Good sentence construction with use of appropriate vocabulary			
Logical, coherent and well organized ideas			
Referencing			
Clear attribution of sources			
Quotations used sparingly and for emphasis only			
Adheres to CJOT “Guidelines for authors”			
Secondary referencing is avoided unless clearly justified			

Comments

Overall Mark for Section A /10

Section B: Abstract and Introduction

Abstract & Title	Yes	No	NA
Is the title a precise and succinct statement of the study topic?			
Does the abstract provide a clear synopsis of the study?			
Is the abstract organized into the key headings of the paper?			
From reading the abstract, is the nature of the study clear?			
Introduction & Literature Review			
Are the origins and context of the study clear?			
Is there a statement of the rationale behind doing this study?			
Is the relevance to occupational therapy identified?			
Is the study grounded in theory relevant to occupational therapy?			
Is the literature cited comprehensive?			
-relevant?			
-of sufficient scope?			
-current & up-to-date?			
Are the relevant demographics of the client group presented?			
Description of research strategy			
Are links between the literature review and the aims of the study explicit?			
Is the review structured so as to provide a logical argument to justify undertaking the study?			
Is the exact nature of the study stated?			
Are the aims of the study clear?			
Is the research question clearly stated?			

Comments over page

Overall Mark for Section B /20

Section C: Critical Literature Review

	Yes	No	NA
Is there evidence the student understands the method?			
Is the method appropriate to the research question?			
Has the search strategy been clearly defined and referenced?			
Has the search strategy decision-trail been described?			
Has the search strategy been submitted for review by an expert in the field (not a clinician)?			
Are the inclusion/exclusion criteria justified?			
Is there evidence that advice from a expert in the field (not a clinician) has been sought?			
Have the appropriate data extraction tools been used?			
Is there evidence the student understands quality indicators for qualitative research (e.g. transparency, triangulation, trustworthiness)?			
Is there evidence the student understands quality indicators for quantitative research (e.g. randomization, validity, reliability)?			
Has the student demonstrated an understanding of the statistical measures applied in the reviewed studies?			

Comments

Overall mark for section C: /40

Section D: Results, Discussion & Conclusion

	Yes	No	NA
Was there appropriate interpretation ?			
Are results/findings clearly stated?			
Are results/findings presented in a logical order?			
Have main points been identified for discussion?			
Is the conclusion clearly stated?			
Does the discussion demonstrate clear understanding of the findings?			
Does the discussion refer back to theory relevant to occupational therapy?			
Does the discussion highlight the study's relevance to occupational therapy?			
Does the discussion & conclusion relate back to the literature?			
Is the strength of evidence identified and discussed?			
Are the implications for occupational therapy practice discussed?			
Are limitations of the review identified?			
Are ideas for future work identified?			

Comments

Overall mark awarded for section D: /20

Section E: Appendices

	Yes	No	NA
Have clean copies of the McMasters data extraction forms been included?			
Is all correspondence included ?			
Have all materials been made anonymous?			
Are tables clearly labeled?			
Is all raw data included in the appendix?			
Is there a table of evaluative data from the reviewed research?			
Are there tables of evaluative data summarizing the data extraction findings for the reviewed research?			
Are tables referred to in the body of the text?			
Have the records of tutorials (minimum of 3) been included?			

Comments

Overall Mark for Section E /10

OCCTH 900 Directed Final Project

Oral Defense Marking Criteria

Student

Name:.....

Topic

Title:.....

.....

Knowledge/Understanding /25

Thinking inquiry-responses to questions /25

Communication- articulation of ideas /25

Application- clear organization of ideas /25

Total out of 100 /100

Conversion /30 /30

Examiner #1.....

Examiner #2.....

Date:/...../2011

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding (worth 25%)	Shows a high to very high degree of understanding of ideas/concepts/themes /information on the topic.	Shows a considerable degree of understanding of ideas/concepts/themes/ information on the topic.	Shows a moderate degree of understanding of ideas/concepts/ themes/information on the topic.	Shows an insufficient degree of understanding of ideas/concepts/themes /information on the topic.
Thinking inquiry-responses to questions (worth 25%)	Highly effective use of critical/analytical thinking skills to respond to questions using concrete examples, concepts or analogies	Uses effective critical/analytical thinking skills to respond to questions using concrete examples, concepts or analogies	Uses moderate critical/analytical thinking skills to respond to questions using concrete examples, concepts or analogies	Uses little critical/analytical thinking skills to respond to questions using concrete examples, concepts or analogies
Communication – articulation of ideas (worth 25%)	Applies oral communication skills (e.g. correct grammar and sentence structure, gestures, body language, timing) with a high to very high degree of effectiveness Uses academic theoretical language to articulate ideas with confidence with a high to very degree of effectiveness	Applies oral communication skills (e.g. correct grammar and sentence structure, gestures, body language, timing) with sound degree of effectiveness Uses academic theoretical language to articulate ideas with confidence with sound degree of effectiveness	Applies oral communication skills (e.g. correct grammar and sentence structure, gestures, body language, timing) with a moderate degree of effectiveness Uses academic theoretical language with moderate degree of effectiveness	Uses little application of oral communication skills (e.g. correct grammar and sentence structure, gestures, body language, timing) Does not use academic theoretical language, poor articulation and limited or minimal confidence in presentation
Application-clear organization of ideas (worth 25%)	Organises researched ideas with a high to very high degree of effectiveness	Organises researched ideas with considerable effectiveness	Organises researched ideas with moderate effectiveness	Organises researched ideas with insufficient effectiveness

OCCTH 900
Tutorial Preparation

This worksheet will help you organize your thoughts for the mandatory tutorials. To gain the most from these tutorials you need to have thought about your topic in advance and come prepared with specific questions. Your topic will help you decide what type of research you will carry out so you need to make this your first priority.

A copy of this proforma must be submitted to your assigned tutor before your tutorial.

Instructions

Write your thoughts in each of the following boxes. The boxes are laid out in a logical fashion so work through them in order.

In what outcome of the treatment/intervention are you interested?

Why is this an important question for occupational therapists? Identify the OT theory relevant to this question (e.g. rehabilitation, PEO, client-centred, etc).

Write a question for your project.

List all of the sources of information you know of for this type of intervention.

List the questions you have for your tutorial session:



OCCTH 900 Mid Year Review-Critical Literature Review

Student:.....

Supervisor:.....

Project Title:.....

.....

You have read and understand your supervisor's feedback on your progression

Student Signature:..... Date:...../...../.....

You have read the students comments.

Supervisors Signature:..... Date:...../...../.....

A completed copy of this mid year review needs to be forwarded to the Course Co-ordinator by 14th January 2011.

THIS SECTION IS TO BE COMPLETED BY THE STUDENT

1. Please outline your progress and achievements since September 2010. In particular report on which aspects of your final directed project have been completed.

2. Please describe what work is still to be done and give a timetable for when you intend to do each part.

Tasks	Time frame for completion

3. Please indicate how frequently you and your supervisor communicate.

weekly bi-weekly monthly

4. Please tick any of the following statements that apply to you.

- I have not had any face-to-face meetings with my supervisor since term began this year
- I have not started work on my critical literature review
- I have experienced academic, technical, health or personal difficulties and I have advised my supervisor of this.

THIS SECTION IS TO BE COMPLETED BY THE SUPERVISOR.

1. Please indicate the **student's progress and achievements** so far this academic year.

- | | | | |
|---------------------------|--------------------------|----------------------------------|--------------------------|
| Developed search strategy | <input type="checkbox"/> | Criteria development & rationale | <input type="checkbox"/> |
| Commenced searching | <input type="checkbox"/> | Contacted expert in field | <input type="checkbox"/> |
| Critiquing articles | <input type="checkbox"/> | Organised a peer for audit | <input type="checkbox"/> |
| Table development | <input type="checkbox"/> | Writing introduction/methods | <input type="checkbox"/> |
| Other..... | <input type="checkbox"/> | | |

2. Please indicate the student's rate of progress for this stage of the course.

- | | | | | | |
|-----------|--------------------------|-------------------------|--------------------------|-----------------|--------------------------|
| Very good | <input type="checkbox"/> | Satisfactory | <input type="checkbox"/> | Unsatisfactory | <input type="checkbox"/> |
| Good | <input type="checkbox"/> | Uneven but satisfactory | <input type="checkbox"/> | Unable to judge | <input type="checkbox"/> |

3. Please indicate the students' quality of work at this stage of the course.

- | | | | | | |
|-----------|--------------------------|-------------------------|--------------------------|-----------------|--------------------------|
| Very good | <input type="checkbox"/> | Satisfactory | <input type="checkbox"/> | Unsatisfactory | <input type="checkbox"/> |
| Good | <input type="checkbox"/> | Uneven but satisfactory | <input type="checkbox"/> | Unable to judge | <input type="checkbox"/> |

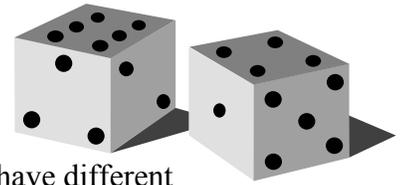
4. **If you ticked 'unsatisfactory' or 'unable to judge'** to either question 1 or 2 , please provide details and indicate what remedial action you have taken.

5. Please outline the work that the student still has to complete.

Research Supervision *FAQ*:

- How are supervisors allocated?

After students submit their research topic proposal, the faculty meet to review them and a supervisor is allocated at that time. The allocation is generally done on the basis of topic so that the supervisor can arrange group tutorials specifically targeting students' learning needs. Supervisors have different research interests and backgrounds, and the professors try to allocate students where they will receive the most useful guidance.

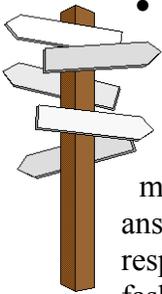


- What if I want to change my research topic?

There is a very limited opportunity to do this so you must think carefully about what you want to do. Notify your assigned supervisor ASAP, and he or she will explain the process and the deadlines.

- What can I expect from my supervisor?

The supervisor is there to support and guide – “they stand beside and behind you, never in front.” He or she will ask you many questions to help you clarify your thoughts but the supervisor will not make a choice for you. There may seem like an overwhelming range of options so the more questioning you do at the beginning, the more possible your project will become. The supervisor doesn't expect you to have all the answers and will guide you through this project. Your supervisor does expect you to take responsibility for initiating contact and approaching the project in an organized and mature fashion.



The supervisor will:

1. Approve of the proposal before you can commence the actual research
2. Set up a meeting schedule with you and method of keeping in regular contact
3. Guide you towards sources necessary to succeed in your research project
4. Engage in discussions intended to stimulate your problem solving and analytical skills
5. Provide general feedback on draft sections of your paper
6. Mark your final paper (there will also be a second marker)

The supervisor will not:

8. Proof-read and correct spelling, grammar etc.
9. Decide for you which choice to pursue.
10. Do literature searches and provide you with the journals and books you need.

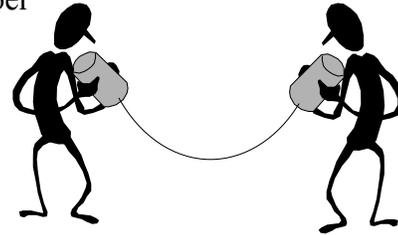
- What are my responsibilities as a student?

1. Find out the supervisor's e-mail address, phone number and office hours
2. Check the course information and check emails regularly
3. Discuss with your supervisor the type of guidance and comments that are most helpful to you
4. Organize your questions ahead of time and when possible, e-mail them to the supervisor
5. Keep in regular contact with the supervisor (a minimum of 3 compulsory meetings overall)
6. Do not proceed with the actual review without your supervisor's approval
7. Fill out the feedback form (see page 11) for each meeting, and submit them to your supervisor after each meeting. Your copies of these need to be included in the appendices of your final research report.
8. **DO NOT LISTEN TO RUMOURS** - check with your supervisor or course coordinator!

- How can I get the most out of my supervision meetings?

There are certain stages you will move through as your research develops. You need to be prepared and thinking about things in a logical fashion. First, “what do you want to do?” Second, “how will you do it?” Third, “ways to present the information.”

When you meet with your supervisor TAKE NOTES! Don't just sit there and listen – ask questions and write down the answers to help you remember what was discussed.



Remember to e-mail or phone your supervisor to make an appointment – do not just drop in. Chances are your supervisor has other things to do, and you will have wasted a trip. All professors have both voice mail and e-mail systems – you need to get the numbers and addresses of these and USE THEM.

Also, when your supervisor makes a suggestion, follow it up. No one wants to waste your time so ALL suggestions should be acted on. Whether or not you do so will be noted by the supervisor and may be taken into account in the marking process.

- What will my supervisor do if he/she is concerned about my progress?

Your supervisor will first alert you that she/he is concerned about your progress or actions regarding the research project. He/she will also communicate these concerns to your academic tutor in case there are other mitigating issues.

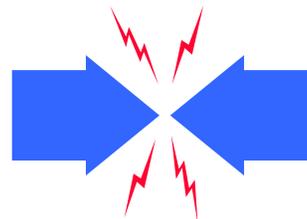
- What if my supervisor is not available?



If you communicate with your supervisor regularly and have a meeting plan in place this is unlikely to happen. It is dangerous to start going to everyone you meet for advice – they will not know what your study is all about or necessarily have any background in your methodology. You run a serious risk of getting inaccurate or confusing advice if you “shop around.” Other professors will always refer you back to your own supervisor. This is to help you, not to brush your concerns aside. If you have tried to e-mail and phone your supervisor, have left a message with the secretary and still have no success, you should contact the course co-ordinator (identified in your handbook). This person will make sure you and your supervisor link up and address your concerns.

- What if I don't agree with my supervisor?

No two people see everything the same way. First you must try to explain (clearly, logically and through the evidence available in the literature) why you do not agree. This is a normal part of the research process – being able to defend your stand.



It is important that you do not start to feel some personality clash; feedback is about the research, not about you. It is inappropriate and unprofessional to start “shopping around” for different opinions. The issue is about a communication problem – not about taking sides in a battle. As occupational therapists, we learn communication skills, and you are expected to use them. The appropriate action, after you talk to your supervisor, is to make an appointment with the course

co-ordinator. At that meeting the two of you will develop a plan to resolve the misunderstanding with your research supervisor.

What happens if I have a relevant question and after a methodical search I find no evidence- should I change my topic?

The quick answer is no. You need to revisit your search terms, look in other databases and then consider whether your inclusion/exclusion criteria are too restrictive. Another valuable option would be to make an appointment with the librarian to see if you can adjust the scope of your review. In the end it is not a bad thing in itself to find little to no evidence on a topic, as long as you can demonstrate your methodology was sound and you were thorough. In fact discovering that there is little to no evidence to support some practices tells us a lot and in your final report you can address the implications about this lack of evidence.

Is there a minimum or maximum number of papers that I am required to critique for my study?

No it is not possible to put a number on it- essentially you get what you get. But if you end up with say 20+ papers (for the sake of argument for this assignment) you probably need to look at your inclusion and exclusion criteria again and make the scope narrower. Also in previous years some students have aimed to include only 4-5 papers thus restricting the scope of their review and making their findings non-specific and of little use.

Can I include the grey literature surrounding my topic?

Yes as long it is an outcomes study and then you can use the McMaster data extraction tools.

Remember...

...it is your research project. It is an opportunity to demonstrate what you have learned over the last three years about being an evidence-based therapist who is not afraid to question practice and respond to the challenges of occupational therapy practice in a dynamic fashion. The process of your journey can be more important than the product of your research.

