



**Wednesdays and Fridays**  
**10:00-11:20 PM - PAS 2046**

**Overview**

Over the past decades, the social and health sciences have accumulated a great deal of impressive concepts and research evidence that can now be used to help solve current social problems. However, much of this work, and indeed the very best of it, is published in academic journals using scientific styles that are difficult for non-academics to access, evaluate, and use.

To bring this research into the real world, jobs are now being offered to “knowledge brokers” – people who understand the nature of research and can make research findings useful and usable for the very people who need them the most: policy makers, practitioners, and the public.

In this course you will learn how to do this work. You will produce trustworthy “evidence reviews” that can bridge the gap between research and application. Using your research methods courses as a foundation, you’ll develop skills for gathering, evaluating, and translating research findings to help community programming and services.

**Contact the Instructor**

Dr. K. Bloom

<http://www.psychology.uwaterloo.ca/people/faculty/kbloom/index.html>

3269 PAS – Office hours: by appointment

You can reach me anytime by email. Please send questions and requests for appointments by email. I can respond much more quickly to your emails than to phone calls. Please use this email address for quickest replies:

[kbloom@kimpact.ca](mailto:kbloom@kimpact.ca)

You can also reach me on the LEARN discussion boards. I read, comment, and respond to questions daily if at all possible.

**Required Readings**

Most of what you read will be the articles that you find for your evidence review project. I will have other articles for you to read that will help you write a better quality “Concept Paper.” You will not be specifically tested on the content of any particular article.

**Course Components**

- The **Evidence Review Project** will be conducted within a team that includes a community partner and the instructor. The topic and the format of the results will vary depending on the needs of the community partner, but the topics will all provide for the development of fundamental systematic research review skills, and learning will be shared across topics in class discussions and Mini-presentations.

The Evidence Review Project is a hands-on method of learning to conduct community-based secondary research. The steps and skills required to develop the Evidence Review will be explained in class; guidelines and templates will be provided.

Team and individual questions and requests for instructor’s assistance will be strongly encouraged. Think of the Project not as a “test” but as a collaborative learning process culminating in a useful document for your community partner’s organization.

- The **Concept Paper** is designed to capture your individual knowledge, ideas, and perspectives on the process of systematic evidence reviewing. Questions are proposed to help guide the development of the paper.
- **Class** attendance is expected. Class time is divided into two sections:
  1. Lecture and inter-project discussions on process, troubleshooting, and results.
  2. Facilitated team meetings with instructor. Facilitated team meetings are meant to reduce out-of-class meeting and work time.
- **Discussion Boards** are designed to bring up any issues to the team, the instructor, and to the class as a whole. Discussions save in-person meeting time. Discussion Boards are also vehicles for reviewing and marking progress.
- **Teamwork** always has its benefits and liabilities but it is an essential skill and process for success in all aspects of life. Teamwork is a required component of all systematic reviewing because it ensures collaboration and product reliability and usefulness.

In this course it is very important that the workload is shared. Guidance, resources, and mentorship will be provided for teamwork development. If you have any problems at all please talk them over with the instructor as soon as possible. Teamwork problems are always caused by shortcomings in review process not personality. We can find ways of improving the team’s process so that problems are solved and work can be completed effectively and on time.

### How you will be marked

You will receive marks for both your individual work and your team work. Some marks will be primarily for submitting Evidence Review worksheets on time. Rubrics for marking individual and team presentations and documents will be provided. The concept paper will be structured around questions pertinent to systematic reviewing. Students registered for Psych 463 will have more questions to consider than students registered for Psych 363. Individual and team documents are submitted in LEARN on the Discussion Boards **and/or** Dropbox as instructed. Maximum marks are listed below. Please consult the Schedule of Classes for more detail.

Date	Team	Marks	Individual	
20 May	Project Cover Sheet	2		
22 May			Search Exercise & Relevance spreadsheet	2
27 May	Outlier Dictionary Outlier Spreadsheet	2 2		
29 May	I-E Dictionary	2		
3 June	I-E Spreadsheet Project Tally	2 2		
5 June	Mini-presentation, including agenda & slides	8	Contribution to teamwork	2
12 June	Coding Dictionary	2		

24 June	Coding Spreadsheet	5		
26 June	Mini-presentation, including agenda & slides	8	Contribution to teamwork	2
22/24 July	Presentation to Client	20	Contribution to teamwork	5
TBA	Evidence Review Document	20	Concept Paper	14
Totals		75		25

### Deadlines Penalties

Penalties are imposed when deadlines are missed without verified medical excuses. The penalty for all work is 10% of the maximum mark for each day's delay.

### Plagiarism

Please remember that you must always acknowledge resources to avoid accusations of plagiarism. Plagiarism will lead to disciplinary procedures as described in the below university policies. Collaborative work with other students in the course, however, is expected in those projects where you receive a team mark. Learning from each other is not plagiarism.

## University Policies

### Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. For further information on academic integrity, please visit the [Office of Academic Integrity](#).

### Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

### Appeals

A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances](#), (other than a petition) or [Policy 71 - Student Discipline](#), may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

### Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

**Final Grades**

In accordance with [Policy 19 - Access To and Release of Student Information](#), the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

**Note for Students with Disabilities**

[AccessAbility Services](#), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

**Use of Computing and Network Resources**

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).



### Schedule of Classes

WEEKS	Date	CLASSES	Due	RESOURCES
1-2	6 May	About the course purpose, structure, & materials, S15 Topics, Project Cover Sheet, Interview Leaders		Syllabus Class Schedule Introduce Yourself Instructions Introduce Yourself Form
	8 May	Walk-in Review example <b>Client Interview</b> The Autism Society of Waterloo Region	Readings: Syllabus, Walk-in Review Fact Sheet, Skim AUTISM Exemplar articles, websites  <b>Introduce Yourself Form: Monday 11 May</b>	S15 Topics Project Cover Sheet 12 Steps How to Search RefWorks
	13 May	<b>Client Interview</b> Waterloo Local Health Integration Network	Read <i>Academic Matters</i> , Skim COPD Exemplar articles, websites	<i>Academic Matters</i> <i>Walk-in Review</i> (Fact Sheet & JST article)
	15 May	<b>Client Interview</b> Infant & Child Development Services Central West	Review <a href="http://www.kimpact.ca">www.kimpact.ca</a> website, Skim OBESITY, DCD Exemplar articles <b>Saturday (16/5), Topic Ranking</b>	<a href="http://www.kimpact.ca">www.kimpact.ca</a>

Black font = come prepared for discussion in class; materials are not submitted

**Red font = Post to Project Discussion Board & to Project Dropbox (for team evaluation marks)**

**Blue font = Evaluation marks for teams and for individuals**



WEEKS	Date	CLASSES	Due	RESOURCES
3-5	20 May	Steps to completing a systematic scoping review, Dictionaries, search strategies evaluation, relevance checks, RefWorks (4 folders) <b>Facilitated Team Meetings</b>	<b>Project Cover Sheet</b> RefWorks folders (TL)	Review Templates/Guides - SEARCH EXERCISE GUIDE - SEARCH EXERCISE TEMPLATE
	22 May	Relevance assessment in Excel, final search, Delimiters vs Outliers, Outlier and Keepers folders <b>Facilitated Team Meetings</b>	<b>Search Exercise &amp; Relevance file</b> Final Search Removal of Database Errors	- RELEVANCE TEMPLATE - OUTLIER
	27 May	I-E Dictionary, revisions of criteria <b>Facilitated Team Meetings</b>	<b>Outlier Dictionary</b> <b>Outlier spreadsheet</b>	DICTIONARY & GUIDE - OUTLIER TEMPLATE
	29 May	I-E decisions, spreadsheet, search bookkeeping <b>Facilitated Team Meetings</b>	<b>I-E Dictionary</b>	- ARTICLE REQUEST TEMPLATE - I-E DICTIONARY & GUIDE
	3 June	Q&A for Databases of Articles What makes a good presentation of search results? <b>Facilitated Team Meetings</b>	<b>I-E Spreadsheet</b> <b>Project Tally</b>	- I-E DICTIONARY TEMPLATE - I-E TEMPLATE
	5 June	<b>Presentations (15 min/Project)</b>	<b>Presentations (Individual &amp; Team)</b> <b>Presentation agenda &amp; slides</b>	- PROJECT TALLY TEMPLATE



WEEKS	Date	CLASSES	Due	RESOURCES
6-9	10 June	What makes a good coding strategy for the client and for the reviewer? Dividing the work. <b>Facilitated Team Meetings</b>	Coding Dictionary Ideas	Review Templates/Guides - CODING DICTIONARY & GUIDE - CODING DICTIONARY TEMPLATE - CODING TEMPLATE
	12 June	What makes a good presentation of coding results? <b>Facilitated Team Meetings</b>	<b>Coding Dictionary</b>	
	17 June	Coding Q&A <b>Meeting with Team #1 (30 min)</b> <b>Meeting with Team #2 (30 min)</b>	Coding	
	19 June	Coding Q&A <b>Meeting with Team #3 (30 min)</b> <b>Meeting with Team #4 (30 min)</b>	Coding	
	24 June	Coding websites and policy papers; examples <b>Facilitated Team Meetings</b>	<b>Coding Spreadsheet</b> Drafts of Landscapes, Highlights, and Take Home Message	
	26 June	<b>Presentations (15 min/Project)</b>	<b>Presentations (Individual &amp; Team)</b> <b>Presentation agenda &amp; slides</b>	





WEEKS	Date	CLASSES	Due	RESOURCES
10-12	3 July	What is the value of the concept paper? Origins of systematic reviewing. Quantitative analyses. <b>Facilitated Team Mini-Meetings</b>		Concept Paper Guidelines Optional readings Examples of report formats
	8 July	Why “scoping reviews”? How to estimate costs. <b>Facilitated Team Mini-Meetings</b>	Comments on you review process	
	10 July	New social and political realities of university research in psychology. <b>Facilitated Team Mini-Meetings</b>	Thoughts on career development	
	15 July	<b>Mini-rehearsal for Presentation to Clients (15 min/Project) – no marks</b>		
	17 July	Class feedback on presentations. What have we learned about evidence reviews and their results?	Team and audience reflections & advice	
	22 July	<b>Presentations to Clients (2 @ 30 min)</b>	<b>Presentations (Individual &amp; Team)</b> <b>Presentation agenda &amp; slides</b>	
	24 July	<b>Presentations to Clients (2 @ 30 min)</b>	<b>Presentations (Individual &amp; Team)</b> <b>Presentation agenda &amp; slides</b>	
	28 July	Q&A for final Evidence Review Document and Concept Paper		
13-14	TBA		Please submit <b>Evidence Review Document &amp; Concept Paper</b> to Drop Boxes	