

### **Steps to complete the project**

There is no one way to get a project completed and students should realize that some variation will occur. However, the following lists five main steps that must be completed.

**Step 1. Define a suitable research question with the pivotal agency:** For your project, you are expected to identify clearly a health problem and a related determinant of health. Since the project is done jointly with the pivotal agency, the final research question must be acceptable to both parties.

Be sure you also learn about the agency and its staff by taking some time to interview staff and clients. You can volunteer to work at the agency if you wish, but there is no requirement to do so. That being said, sometimes the best way to learn is to volunteer.

The research question must be: feasible, interesting, novel, ethical and relevant (FINER – see book by Hulley). Review the lecture notes when you create the research question. Remember, one cannot overstate the need to have a research question that is clear and concise.

**Step 2. Create a proposal in the form of the Individual Learning Plan (ILP):** The content of the ILP is provided on page 57. The purpose of the ILP is to provide a roadmap for what you are going to be doing over the entire year. It should contain the research question, the methodology to be used, sources of data, analysis to be done and ethics approval required. You should use it as a guide and set specific deadlines for having jobs completed. Every year a few students do not follow the timeline and have to rush at the last minute in order to complete their project on time. Be sure you plan this well and keep to your schedule.

Note: Plans may have to be adjusted. The ILP review in February is designed specifically for this purpose. At this time, you can readjust your sights in terms of what is feasible so be sure you review your progress carefully at that time.

Be sure to add in some time to learn about the agency and its activities. Last year, many students rushed into the research aspects and did not spend enough time becoming familiar with the agency, its population and resources. Knowing the context to plan a good study is critical so take time to learn this well.

**Step 3. Obtain ethics approval:** Ethics approval is described in Appendix I of the syllabus. The purpose of ethics approval is to protect you as the researcher and the study subjects. It is thus critically important and usually results in the creation of a better proposal. You have to submit a separate ILP and ethics approval document. There are three main situations and each is handled differently:

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If you are doing research that involves hospital staff / patients or their records, you will need to go through the hospital ethics review process. Your field supervisor and the academy coordinator will facilitate the submission to the review process for your particular academy.

1. If you are doing community work that has no affiliation with the hospital, you may proceed with your project with the expedited ethics approval at the University of Toronto. If you are working with "vulnerable populations" or gathering "sensitive information", you need to discuss the submission with your academy coordinator to determine if you should modify your project so as to facilitate the ethics process.
2. If your community agency has an ethics review committee of its own, please contact your academy coordinator to see how best to proceed. You will likely have to submit your proposal to both the agency and U of T expedited process.
3. Research involving an institution with its own ethics review process that is recognized by U of T, such as the Hospital for Sick Children and the Centre for Addictions and Mental Health has to go through their respective ethics review process. Check with your academy coordinator on how to expedite the process for these institutions and note that the forms and process will vary from institution to institution. (Please note Dr. Rossi's special session for those interested in doing research at the Hospital for Sick Children on October 9<sup>th</sup>, MSB 2302, 1600-1800).

Remember: ethics approval takes time.

**Step 4. Collect data and information:** Once you have reached this stage, things should be going well and you should be able to obtain the data and begin to analyze it. Be sure to include other information besides research data. You may find that spending time learning about the processes in the agency. Sometimes, in the middle of the project, you may find that you need to spend time visiting with more staff or clients. Be sure to ask your supervisor if this is needed.

**Step 5. Analysis, interpretation and write-up:** This step often takes longer than expected so begin this step in March. A really valuable project requires multiple analyses that try to determine the presence of bias and confounding effects relative to the underlying principles under study. Be sure you also take the time to interpret the findings relative to the literature and your agency. When writing the project, indicate the work that is yours as well as the work of others. Representing the work of others as if it were your own is plagiarism and a serious "academic offence". However, to cite another person's work and indicate how your findings build on this work is excellent. **Please note that for DOCH 2, most statistics stop at Chi-Square or T-tests.** You are not expected to do fancy statistical analyses since there is insufficient time to learn these techniques. In most situations, you will not have a limited and limiting sample size.

### **Support System:**

#### **Research Advisors and Academic Support**

The Year 2 DOCH projects are based in the academies and each academy may organize things in a slightly different fashion. However, there are the following principles:

- Students will work with the academy assigned site coordinator or his/her designate for the project portion. This person or his/her designate will be responsible for reviewing the ILP, ILP review, oral presentation and final report.
- The Academy Coordinator will have a set of academic experts who can be called on for academic support on an "as needed" basis. This year, additional academy specific resource persons are being hired. Hence please use these persons to help you with your project. They will not necessarily give you all the answers but can help point you in the right direction.
- The Research Advisors are experts in methodology and typically, they are based in the Department of Public Health Sciences and the Department of Health Policy, Measurement and Evaluation, as well as various community-based research units. The main role of a Research Advisor is to provide technical research support to the students. Students will normally contact a Research Advisor after discussing the issue/concern with the Academy Coordinator or his/her designate.
- Research Advisors will provide consultation but will not be assigning marks. This is done intentionally to encourage students to use the research advisors and not have to worry about asking "silly questions".
- The academies will also have research directors. These faculty members are there to help you review your project and help overcome challenges.

## **ROLES AND RESPONSIBILITIES**

A successful and enjoyable experience in Researching Health in the Community is more likely if you have a clear understanding of the roles and responsibilities of the student, pivotal agency supervisor, academy resource advisor, academy co-ordinator, the course director and administrator.

### **1. STUDENT**

The role of the student is to carry out a project at the pivotal agency. In this role the student will undertake activities on behalf of the pivotal agency including the study of a determinant of health and a health issue related to the pivotal agency's mandate.

#### **Responsibilities:**

- to be responsible for the material taught in the didactic sessions;
- to negotiate a placement with a pivotal agency;
- to develop an Individual Learning Plan;
- to submit ethics research proposal for ethics approval;
- to submit library search strategy assignment;
- to perform in a manner appropriate to the expectations of the pivotal agency supervisor, including adhering to the professional standards of medicine and maintaining confidentiality of information;
- to meet with the pivotal agency supervisor on a pre-determined regular basis and keep their supervisor informed of progress or lack of it;
- to research and submit a major project or study of a health problem and determinant of health related to the mission and role of the pivotal agency;
- to present the methodology, findings, conclusions and recommendations of the major project or study to a group of peers;
- to participate in peer evaluation during the presentations;
- to submit to the Academy Coordinator the completed and signed assignments and/or evaluation forms on the correct date(s).
- to submit a copy of their final report to their agency at the end of the course.

## **2. PIVOTAL AGENCY SUPERVISOR**

The role of the pivotal agency supervisor is to provide the overall co-ordination of and guidance to the student's placement. As part of this role, the pivotal agency supervisor will also be involved in the direct evaluation of student participation as well as providing input to the academy co-ordinator on the evaluation of the student's Individual Learning Plan, major project paper and presentation.

### **Responsibilities:**

- to interview students from a list of those seeking placement at his/her organization;
- to inform the Academy Coordinator regarding his/her student selection;
- to work with the student to develop an Individual Learning Plan;
- to facilitate the student's participation in key activities;
- to assist the student to identify a project/study to work on which meets the student's objectives and supports the mission and role of the pivotal agency;
- to provide ongoing monitoring of the student's activities;
- to evaluate the student, both informally and formally;
- to meet with the student on an agreed upon basis.

## **3. ACADEMY COORDINATOR**

The role of the Academy Coordinator is to organize the potential pivotal agencies and to coordinate the resources for and evaluation of students.

### **Responsibilities:**

- to recruit and secure pivotal agency placements
- to approve pivotal agency placements including student initiated placements
- to evaluate students on their Individual Learning Plan, project report and presentation
- to liaise with pivotal agency supervisors on all aspects of student assessment
- to ensure consistency of assessment internally and with other Academy Coordinators
- to introduce Research Advisors to students

## **4. RESEARCH ADVISOR**

The role of the Research Advisor is to provide assistance to students with research and academic needs they have in the course. Specifically, Research Advisors will assist in: the development of the Individual Learning Plan, the conceptualization of the health problem and determinant of health for study, the design of the project/study methodology and guiding/directing the student to alternative resources.

**Responsibilities:**

- to assist students in the delineation of objectives for the project
- to provide specific consultation in research methodology and data analysis as per request by Academy Coordinator for students
- to act as a resource to students

**5. COURSE DIRECTOR AND ADMINISTRATOR**

The roles of the course director and administrator (with assistance from the Course Planning and Academy Coordinator Committee) are to provide overall coordination of the students, pivotal agencies and hospital supervisors. The director and administrator will address problems or concerns expressed by any of the above groups.

**Responsibilities:**

- to work with each academy to provide a list of potential pivotal agencies
- to develop and provide a curriculum and course manual
- to host central lectures which will provide students with knowledge and understanding regarding *Researching Health in the Community*
- to assess students' knowledge of course by examination and to evaluate the course and assess course participants

**Course Policies**

**1. Attendance**

*Determinants of Health in the Community* and in particular the *Researching Health in the Community* component are based on experiential learning and didactic teaching. Therefore, **attendance at the pivotal agency and student presentations is required to achieve a passing grade in the course.** Pivotal agency supervisors will monitor attendance and failure to attend will be brought to the attention of your Academy Coordinator, the Course Administrator and the Course Director. Attendance at DOCH II lectures is optional, but strongly encouraged.

**2. Pivotal Agency Approval**

Approval of your pivotal agency placement is the responsibility of your Academy Coordinator. In the event that your pivotal agency selection is not approved, you must first meet with your Academy Coordinator to resolve the issue. If you are not satisfied with the resolution, you may appeal to the Course Director who has final approval.

**3. Pivotal Agency Placement**

Identification and negotiation of a pivotal agency is the responsibility of the student. The decision to offer a student placement at a particular agency rests with the agency and the pivotal agency supervisor. Students are required to identify and negotiate a project with their pivotal agency placement by **12 October 2007**.

**4. Ethics Approval**

You should confer with the field supervisor and the academy coordinator to determine if ethic approval is necessary and if so, which review is appropriate (See Appendix 1 on Ethics Approval Processes). Assuring that ethics approval for the project is obtained is the responsibility of the student.

**PIVOTAL AGENCY:  
IDENTIFICATION, NEGOTIATION AND APPROVAL**  
**Identification of Pivotal Agencies**

Pivotal agencies have been identified through the student's home base Academy. All pivotal agencies have been selected on the basis of the following criteria:

- has a health and/or social service mandate
- part of a health and social service network
- can provide a field supervisor
- will enable the student to focus on a health problem in a defined population
- will enable the student to focus on a social factor or condition in a defined population
- can provide a manageable project for the student related to the health problem and social factor

The individual student can also identify pivotal agencies. However, a student initiated pivotal agency must also meet the above criteria.

**Negotiation of Pivotal Agencies:**

The selection, negotiation and approval of all pivotal agencies will follow a standardized process to ensure that each student has an opportunity to secure a placement. On page 80 you will find a checklist outlining the steps, which is provided to help students negotiate and obtain approval for a pivotal agency. The forms are also included in the last section of your manual.

**Approval of Pivotal Agencies:**

The decision to offer a student placement at a particular agency rests with the pivotal agency supervisor. However, you must also obtain the approval of your Academy Coordinator.

**Summer student projects and DOCH Year 2 projects:**

Some students have asked if they can continue their summer projects as DOCH Year 2 projects. This can be done if and only if it is clearly specified as to what was done as a summer project and what was done as part of DOCH Year 2. Students who continue a project must clearly describe what has been done before and what they plan to do as part of DOCH Year 2. The grading will be limited to the work done as part of the DOCH 2 course. Presenting summer student project work as if it were part of DOCH is misrepresenting your course work and subject to review under standards of professional behaviour.



### Self-initiated Projects:

Students are encouraged to develop their own self-initiated project but these should be done over the summer. Based on past experience, trying to organize a self-initiated project in September and October has often been unsuccessful. However, academies do not allow students seeking self-initiated projects to interview with academy listed pivotal agencies. Here is some advice from a DOCH student who did a self-initiated project.

#### “Self-Initiated” DOCH 2 Project

I am sure that you have all heard, either through DOCH 1 or through your friends in higher years, about the research project that each of you are expected to complete as part of the requirements for DOCH 2. I cannot stress enough the importance of choosing an area of research that you are interested in. The success of your DOCH 2 project is very much dependent on your own motivation, and there is no better way to ensure this than by choosing a topic you are passionate about. While some of your ideas may be met by the affiliated pivotal agencies, others will not; if you truly would like to research those specific areas, I encourage you to start thinking about conducting a self-initiated project. The important thing is to start now. Having completed a self-initiated project, I would like to share some words of wisdom with you on how to go about the process.

I had been thinking about a certain area of research in the Spring of Year 1. I began to build a network of contacts, all of who had some part in leading me to my supervisor. Being a busy hospital-affiliated physician, it took me weeks to finally contact my supervisor. I made the initial connection with her in early June and at that point she agreed to supervise me since my research interest happened to be similar to hers. Once I found a supervisor, I didn't think about it again until the beginning of the school year.

By September I had thought a little bit more about my exact area of focus, so by the time I met with my supervisor in September, it was simply a matter of finalizing the research question and filling out forms. I had also spoken with the Academy Coordinator and received approval from him to go ahead with the project.

Starting early saved me a lot of time since I did not have to go through the pivotal agency interviews. Additionally, it is unfair to use the pivotal agency match as a back-up since, if you do end up conducting a self-initiated project, you may have taken a position away from a colleague who really wanted that specific position. Starting early is especially beneficial if your project requires hospital ethics approval since the hospital-based ethics process can be a long one.

Deciding to do a self-initiated project was a wonderful decision. Since I was passionate about the topic and was determined to get results, I really enjoyed every step of the project. Despite being such a positive experience, there are some difficulties in doing a self-initiated project, especially in the initial planning stages, such as finding a supervisor and getting academy approval for the project. Once that is done, if you have a helpful and approachable supervisor, it is smooth sailing.

In summary, my advice to all students is to **CHOOSE A TOPIC YOU ARE PASSIONATE ABOUT**, and if you do decide to do a self-directed project, **BE CONSIDERATE TO YOUR COLLEAGUES—AND DO YOURSELF A FAVOUR—BY STARTING EARLY** \*(see sample time line on the next page).\*

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<b>Summer 2007</b>	<ul style="list-style-type: none"><li>▪ Think about areas of research that interest you and try to make connections to find a supervisor</li></ul>
<b>September 2007</b>	<ul style="list-style-type: none"><li>▪ Get academy approval for supervisor and topic.</li><li>▪ Meet with supervisor to discuss topic and work out details.</li><li>▪ Get necessary forms filled out.</li></ul>
<b>October 2007</b>	<ul style="list-style-type: none"><li>▪ Apply for ethics approval if necessary.</li></ul>
<b>November 2007- May 2008</b>	<ul style="list-style-type: none"><li>▪ Meet with your supervisor periodically for specific advice and follow-up</li></ul>

*\*Copied verbatim from a submission by a former DOCH 2 student, only the years (2007, 2008) were changed.*

## STUDENT ASSESSMENT

The mark for Part II of *Researching Health in the Community* will be based upon the assessment of the activities described below. You must satisfactorily complete each component of the course to pass the course as a whole

**NOTE: UNLESS OTHERWISE SPECIFIED, IT IS THE RESPONSIBILITY OF STUDENTS TO ENSURE THAT THE APPROPRIATE PEOPLE SIGN ALL ASSIGNMENTS, IF NECESSARY, AND SUBMIT TO THEIR ACADEMY COORDINATOR. STUDENTS WHO FAIL TO HAND IN ASSIGNMENTS WITH THE APPROPRIATE SIGNATURES AT THE SPECIFIED DEADLINE WILL RECEIVE A REDUCED MARK.**

**THE RATE OF REDUCTION WILL BE 10% OF THE TOTAL VALUE OF THE ASSIGNMENT PER DAY LATE.**

Given the above, the faculty do recognize that adverse events, such as illness, do occur. If you have a reason for submitting in your materials late, you should notify the appropriate faculty member in advance and then provide suitable documentation of the reason for the lateness.

For DOCH 2, students will be assessed on the following components:

- 1) Examination of the academic material covered in the lectures and on the website.
    - DOCH 2 examination (20%) **Held on December 18, 2007**
  - 2) The librarians will assess the library search strategy using a standardized marking system
    - Library Search Strategy (10%) **Due: Nov. 20, 2007**
  - 3) The Individual Learning Plan (ILP) is a negotiated template or guide between the student and the pivotal agency. It will guide the activities to be undertaken by the student during the placement.
    - ILP Development (20%) **Due: Nov. 20, 2007**
  - 4) The Academy Coordinator using standard criteria for all students will assess ILP Progress.
    - ILP Progress Review (10%) **Due: Feb. 19, 2008**
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**4) Project Report - 15%** **Due: May 20, 2008**

- The Project Report is a written account of the study of a health problem and a determinant of health in relation to a subpopulation selected by the student.
- Your Academy Coordinator will assess the Project Report with input from the Pivotal Agency Supervisor using standard criteria.

**5) Presentation - 20%** **Due: Apr. 22 - May 13, 2008**

- The Presentation is a summary of the key factors of the student's project. It will be presented to the student's peers, faculty and Pivotal Agency Supervisor at the student's home-base academy.
- The Academy Coordinator will evaluate the Presentation with input from the Pivotal Agency Supervisor, Resource Advisor and student's peers. Standard criteria will be used to assess each student.

**6) Participation - 5%** **Due: Apr. 22 - May 13, 2008**

- Student participation is an account of the student's professional attitude, values and behaviours. The level of contribution to the agency's activities will also be evaluated.

The Pivotal Agency Supervisor using the Student Participation Assessment Form will assess participation. We expect each student will have an enjoyable experience at his/her pivotal agency and that the outcomes of those experiences will be positive. However, you are involved with agencies operating in a difficult environment given the current economic climate. Because of the nature of an experiential course like *Researching Health in the Community*, some students may have negative experience outcomes. A negative experience does not necessarily mean that your mark will be lower. However, if you do have a negative experience, you should attempt to document and to understand the reasons for its occurrence. *Participation marks are also assigned for attendance and participation at all the academy presentation sessions in April and May.*

**7) Professionalism-Credit/No Credit** **Due: end of the course**

- Professionalism forms will be completed on all students by the academy coordinators based on feed back from the pivotal agencies and academy staff.

## **Individual Learning Plan Development: Format**

This year, the DOCH 2 learning plan has been split into three major portions. This decision was made in order to help students create an overall document in an easier fashion. We also hope it will be easier to write and conceptualize. The parts are as follows:

1. **Research proposal.** The first part of the ILP will be the research component where students outline what their proposed research will be. Hence the key elements are the background, supporting literature, research question, proposed methodology, and anticipated analysis plan.
2. **Self-directed learning component.** The second part of the ILP is where students specify their own particular learning objectives in terms of knowledge, skills and attitudes. Each person is different so this part should be unique and the plan should indicate what each person plans to learn over the year. This component is very important since, after graduation, students will be expected to be life long learners and engage in self-directed learning in order to keep up to date.
3. **Clarity of expression.** In medicine, one has to write clearly and concisely. Hence this final factor relates to the student's ability to write clearly, concisely and present a logical description of the plan.

Write the ILP as a word-processed document. Do **NOT** lose or misplace the file, since it will be used again for the ILP Progress Review. We strongly recommend you make a back-up copy in order to minimize the risk of losing this file.

### **Part 1. Research Proposal (55% of ILP mark)**

#### **a) Background (10%)**

Students should specify their agency, population under study, the determinant of health and the health issue. While we recognize that a full literature search may not be completed by this time, students should have read the main articles and be able to put the research in context of some of the existing literature and the community with which the agency works.

#### **b) Research question. (10%)**

The background should lead the reader to fully appreciate the research question, which must now be clearly stated. Where there are secondary research questions, these can also be stated as subsidiary ones. Students should indicate briefly how they reviewed the research question relative to the criteria to ensure it is appropriate.

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**c) Methodology and Methods (20%)**

Students should indicate the research methodology and methods that they plan to use. This section should include a description of the research design (quantitative, qualitative or both), study population, research method, measurement scales / interview tools, and the basic level of analysis. The goal is to present a clear plan of action.

**d) Feasibility and ethics. (10%)**

Student should indicate that their project is feasible. A timeline (we recommend including a Gantt chart – see the DOCH 2 website for an example and template) should be stated so the reader believes that the outcomes are indeed achievable. The student should also indicate the method of achieving ethics approval including the rationale for choosing the appropriate route of submission (hospital REB, U of T REB, etc.).

When creating your timeline, *we recommend that data collection be completed by the end of February so as to begin analysis in March.*

**e) Anticipated benefits. (5%)**

This section is short and may overlap with the “Background” section to some degree. Essentially the student should indicate what the research is anticipated to accomplish. The student should indicate the anticipated benefits from completing this research work from a scientific, research perspective as well as that of different stakeholders (e.g. agency staff, agency, population, etc.).

**Part 2. Self directed learning (25%)**

**a) Learning opportunities at the agency (10%)**

Students will articulate their perceived learning opportunities from a placement at the agency. This may include recognition of personal learning needs or general interest in the subject. This section should provide the rationale for creating the learning objectives in the next session. As well, students must describe their negotiated role (how much service or observation versus how much research work) that they will assume during the year.

**b) Learning objectives (15%)**

Students will list three to five key personal learning objectives they will undertake during the placement. The list should include activities related to experience at the agency including those activities related to completion of the major project. When listing the objectives, be sure you also list the key activities related to each one.

List the key activities you might undertake:

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Example:

*Learning objective: to develop a more detailed appreciation of the challenges faced by homelessness persons living in downtown Toronto so that I can discuss these challenges with my colleagues in a knowledgeable and confident fashion.*

- Activities:*
- 1. Spend time observing clients at the agency*
  - 2. Review materials at the pivotal agency*
  - 3. Interview pivotal agency staff*
  - 4. reflect and integrate*

Be specific as you can but also be aware that this is an area that often evolves and changes as you work through the project.

You may wish to consider adding these objectives into a separate section of the chart or table showing the timeline for the year. You may also want to create a 'reflective' journal where you record your experiences and thereby track your progress towards meeting these learning objectives. The journal will be useful in creating your final report.

**Part 3 – spans both Part 1 and Part 2. Overall clarity and description of the plan (20%)**

This section includes:

1. proper use of grammar and sentence structure (i.e. proper writing)
2. appropriate use and citation of references.
3. clarity of thought and presentation of the plan.
4. coherence of both sections of the individual learning plan.

**Student Name (PRINT CLEARLY):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Pivotal Agency Supervisor Signature:** \_\_\_\_\_

(This may be faxed in on a separate page but must indicate that the agency has agreed with the ILP). Note that your supervisor will have to sign your ethics submission to indicate their support for the project and its methodology.

**Date:** \_\_\_\_\_

Note: the length of the entire ILP should be under 20 pages of double spaced text with font size of 12 or higher. Questionnaires, consent letters, timeline chart, etc. can be added as appendices. The aim is to produce a clear and concise plan, not a long-winded meandering dissertation. If you find yourself going beyond 20 pages, go back and look for areas to make briefer.

**LIBRARY LITERATURE SEARCH STRATEGY**

**(10% of DOCH 2 mark and it is to be submitted as separate pages from the ILP).**

Complete your literature search strategy on a separate page and hand in with your ILP. This will be marked by one of the librarians. Please note that the librarians will be assessing your search strategy, not the completeness of your reference list. Minimal skill is required to “muscle” one’s way through masses of journals in order to catch every article. While this is required for some research projects, the purpose of this aspect of the course is to demonstrate that you can quickly find relevant articles. Hence the purpose is not to test comprehensiveness of your searching approach (that can be put in the reference list of your ILP) but rather to demonstrate the effective use of the Boolean logic, MESH headings, and filters to find the best articles.

The requirements of the search are:

1. **Identification:** your name and e-mail address.
2. **Your search question:** reformulate your ILP research question into a workable search question for library searching. Show your original question and how you modified it to become the searchable question.
3. **Search Planning:** identify which database and version of the database that you used (e.g. Ovidweb Medline). For purposes of the search assignment, you need only run the search on one database. Create the search strategy from your base set. Use filter techniques as appropriate.
4. **Discussion:** briefly describe the steps you followed in running the search. Describe any revisions you made and discuss the reasons for your decisions. This section should not exceed one page.
5. **Search Strategy.** Printout a copy of the search strategy and attach a copy to the submission.
6. **Results.** Hand in a sample of your search results in terms of 2-5 citations. The full articles are not required - just some citations.

**Note that marks for the search strategy will not be correlated to the number of articles or “hits” found.** The librarians recognize that in some areas, there will be lots of articles written while in other areas, there will be very few articles. The purpose is to improve your library searching skills and these are what will be assessed.

For more details, please see the lecture notes on “Power Searching”. This is a separate booklet and is also being loaded on the website.

*Please note that in past years, most students lose points on the step 2 of the requirements above. As stated earlier, formulating the research question and, in this situation, turning it into a searchable question is often the most difficult task.*



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**Detailed marking form for Individual Learning Plan**

Student Name: \_\_\_\_\_

Title of Project: \_\_\_\_\_

Component	Marking Scale				
	Not Done	Fail	Pass	Well done	Out-standing
<b>Part 1: Research Proposal</b>					
<b>1.1. Background (10%)</b>					
<i>a. Description of agency including overall purpose of agency, client population, and how agency fits within the health system.</i>	□	□	□	□	□
<i>b. Description of determinant of health and justification of why it is important. (See list at end of this table)</i>	□	□	□	□	□
<i>c. Description of health concern, its importance and relationship to the determinant of health (above in b)</i>	□	□	□	□	□
<i>d. Framing of the determinant of health and health issue in the literature.</i>	□	□	□	□	□
<b>1.2. Research question (10%)</b>					
<i>a. Description of broad nature of the issues under investigation with a refinement towards a final research question</i>	□	□	□	□	□
<i>b. Evaluation of research question as per criteria*</i>	□	□	□	□	□
<b>1.3. Methodology and Methods (20%)</b>					
<i>a. Description of research design and its appropriateness to the research question</i>	□	□	□	□	□
<i>b. Description of the study population and research methods</i>	□	□	□	□	□
<i>c. Description of measurement tools and research instruments with mention of validity and reliability.</i>	□	□	□	□	□
<i>d. Description of the analysis plans</i>	□	□	□	□	□

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<b>Component</b>	<b>Marking Scale</b>				
	Not Done	Fail	Pass	Well done	Out-standing
<b>Ethics and feasibility (10%)</b>					
a. Identification of ethical issues that are involved and outline of approach to resolve/ minimize them (this is an outline version and not the full ethics submission).	[]	[]	[]	[]	[]
b. Feasibility assessment including the <ul style="list-style-type: none"> <li>▪ Presentation of a clear, concise and feasible time line, logic and flow of the activities so the project is workable, and description of obvious barriers or difficulties and propose solutions.</li> </ul>	[]	[]	[]	[]	[]
<b>1.5. Anticipated outcomes (5%)</b>					
a. Description of the anticipated impact of the research, looking for realistic expectations <ul style="list-style-type: none"> <li>▪ Description of the community impact. For persons living in the community, what will be the impact of this research?</li> </ul>	[]	[]	[]	[]	[]
<b>Part 2: Self directed learning</b>					
<b>2.1. Reasons for choosing agency (10%)</b>					
a. Identification of learning opportunities at the agency	[]	[]	[]	[]	[]
b. Logical flow of information building towards the learning objectives.	[]	[]	[]	[]	[]
<b>2.2. Learning objectives (15%)</b>					
a. Identification of clearly phrased and measurable learning objectives.	[]	[]	[]	[]	[]
b. Designation of activities that match to the learning objectives.	[]	[]	[]	[]	[]
c. Feasibility assessment of whether or not, these objectives can be met.	[]	[]	[]	[]	[]

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<i>Part 3. Overall clarity and plan (20%)</i>	Not Done	Fail	Pass	Well done	Out-standing
a. Correct grammar and sentence structure.	[]	[]	[]	[]	[]
b. Proper use of references	[]	[]	[]	[]	[]
c. Overall clarity of the report that demonstrates clear thinking.	[]	[]	[]	[]	[]

- The criteria for assessing a research question are provided in the DOCH 2 lectures and website. They include the mnemonic FINER (standing for Feasible, Interesting, Novel, Ethical and Relevant) and SCEPTIC (standing for Significant, Clear, Ethical, Parsimonious, Timely, Imaginative, and Contextualized). There is a module on the DOCH course website that explains these terms.

**Determinant of Health**

Determinants of health for DOCH 2 projects are provided on page 41 of the course syllabus. They are listed below:

**Physical Environment:**

- Shelter, Stable Ecosystem, Peace, Sustainable Resource

**Social Environment:**

- Income, Education (refers to person's educational level and not provision of educational materials), Social Security, Social Relations,
- Equity,
- Social Justice and Respect for Human Rights,
- Access to health care services

**Biological and behavioural determinants of health:**

- Genetic factors such as ethnicity
- Lifestyle factors such as immigration, smoking, etc.

**Please note that using the health care system as a determinant of health is not acceptable for the project. Projects such as the organization of outpatient clinics will not be accepted.**

*Students should choose a determinant of health wisely. In the past, many projects received low marks because the determinant of health was poorly defined.*

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In order to enhance feedback, the following form will be used to help give students feedback.

**Feedback form for Individual Learning Plan**

Student Name: \_\_\_\_\_

Title of Project: \_\_\_\_\_

<b>Component</b>	<b>Marking Scale</b>				
<i>Part 1: Research Proposal</i>	Not Done	Fail	Pass	Well done	Out- standing
<i>1.1. Background (10%)</i>	□	□	□	□	□
<i>1.2. Research question (10%)</i>	□	□	□	□	□
<i>1.3. Methodology and Methods (20%)</i>	□	□	□	□	□
<i>1.4. Ethics and feasibility (10%)</i>	□	□	□	□	□
<i>1.5. Anticipated outcomes (5%)</i>	□	□	□	□	□
<i>Part 2: Self directed learning</i>					
<i>2.1. Reasons for choosing agency (10%)</i>	□	□	□	□	□
<i>2.2. Learning objectives (15%)</i>	□	□	□	□	□
<i>Part 3. Overall clarity and plan (20%)</i>	□	□	□	□	□

*Markers, please write comments on the back of this page.*