

**SPPH 507/607
RESEARCH IN PROGRESS
2014-2015**

Instruction Team	Class Time and Location:
<p>Charlyn Black, MD, ScD, Professor (SPPH) Tel: 604-822-6030; email: charlyn.black@ubc.ca Office: SPPH 201</p> <p>Gary Poole, PhD, Professor (SPPH) Tel: 604-827-4025; email: gary.poole@ubc.ca Office: SPPH 107</p> <p>Amy Hall, MSc, Teaching Assistant (SPPH) Tel: 604-822-9477; email: amyhall@mail.ubc.ca Office: SPPH 340</p>	<p>Fridays 10:15am – 12:00pm</p> <p>Term 1: SPPH B151 and breakout rooms B132, B134, B136 & B138</p> <p>Term 2: SPPH B151 & other rooms TBA and breakout rooms B132, B134, B136 & B138</p>

Course Overview

Research in Progress (RIP) is a required course for new SPPH students in SPPH MSc and PhD (thesis-based) programs. It brings together students enrolled in SPPH 507 (the masters level course) and SPPH 607 (the doctoral level course) to share learning and to encourage development of a supportive environment within and across the two programs.

The course aims to encourage the development of skills that will enable you to function effectively as a graduate student and develop your skills as an academic peer; it also aims to support you in becoming familiar with, and immersed in the intellectual life of the school. It offers you an opportunity to interact with other students, with key SPPH staff, and with a variety of faculty members to become familiar with program expectations, and to gain insights into the process of succeeding in a graduate program. Finally, it offers opportunities for you to interact and build community around shared interests.

The course will use UBC's **Connect** system as the major means of communication; it will be used to access course materials and to submit assignments. You will need your Campus Wide Login (CWL) and password to access the site. Information about how we will use **Connect** will be provided in class.

RIP's four major components

Research in Progress has four major components, each of which aims to support you in developing essential skills for thriving within a graduate program in general, and within SPPH in particular. Term 1 will focus on the first three components, and Term 2 will focus primarily on the fourth component. An agenda that lays out the focus for each class will be made available through **Connect**.

1) Succeeding as a Graduate Student

This component of the course features a series of sessions exploring some of the key challenges, opportunities, and milestones of graduate school. Topics that have been identified as critical to supporting success in the program will be addressed by key resource people, including students, faculty members, and others with relevant expertise. These sessions are intended to address topics that are meaningful to you as you progress through the program, so your input into developing them is always welcome. The objectives of these sessions include:

- Developing skills related to success in graduate school
- Developing an understanding about how to find and use resources that can enhance your success
- Building community with other students who share related interests

2) Personal Development Plan

This component of the course will focus on supporting you to develop a personal plan to: chart a course for your learning, document your achievements, and assess your progress over time. The intent is to support deliberate planning that brings greater clarity and purpose to your work, and to the goals you are setting for yourself - both in the short term and over the longer term. Class time will be devoted to understanding and developing key components of your plan, and reviewing materials and discussing them with your student peers. Submission of individual sections and a final plan is one of the major requirements of the course; you will be required to submit these by stated deadlines. The objectives of this component include:

- Becoming familiar with useful strategies and approaches to support deliberate planning, anticipation of challenges, monitoring of progress, and where useful, redirection of your approach
- Developing a first version of a planning document that you can use to support your continuing development as a student, researcher and lifelong learner
- Understanding how you can assume greater responsibility to direct your own learning and growth

3) Journal Club

Journal clubs are a longstanding tradition in academic settings. Typically, journal clubs involve a group of individuals who meet regularly to critically evaluate articles in the academic literature that are relevant to their area of interest, and to keep abreast of key developments in their field of study. This component of RIP will provide you with an introduction to the format, and give you a chance to develop skills for participating in journal clubs in other settings. The sessions will provide opportunities to practise summarizing and critically appraising research studies with classmates who share similar interests. The objectives of these sessions include:

- Developing skills related to presenting a journal article within a journal club format
- Practice summarizing and discussing research methods and findings
- Developing an ability to critique key aspects of articles, including appropriateness of the research design and statistics used, validity of conclusions drawn, and relevance and importance of the study to a given area of research
- Improving skills relevant to understanding and debating current topics of active interest in your area of interest and the field of Population and Public Health
- Developing skills to participate in and facilitate small-group processes

4) Student Research Presentations (Term 2)

This component of the course focuses on the process of planning and conducting research, and models the academic tradition of peer review. These sessions provide an introduction to an important tradition of presenting research that is 'in progress,' in order to benefit from the perspectives of academic colleagues at a stage when it is possible to reflect on, and strengthen one's approach to research. This component of RIP provides an opportunity to learn skills that are essential to conducting strong research – presenting one's work, receiving feedback, and considering how best to respond to suggestions from peers. It also provides an opportunity to experience the challenges of providing thoughtful and constructive feedback to one's academic colleagues, in both oral and written formats.

In Term 2, you will each have an opportunity to give a 10-12 minute presentation describing your thesis/dissertation work in its current stage; you will also receive verbal and written feedback from a number of your student colleagues. Your presentation might focus on any issue that falls within the spectrum of conducting research - from early topic identification, to analysis, to summarizing results, to defence preparation. As part of the presentation, you are requested to identify one or more areas where you would value feedback, in order to guide the ensuing small group discussion. At sessions where you are not presenting your own research, you will participate in a small group session to provide feedback to a colleague who has presented his/her work. You will be required to submit written feedback to your student peers for a defined number of these presentations. This approach will ensure that everyone receives a 'consultation' with peers, as well as providing multiple opportunities to serve in the role of a 'consultant' to other students.

The objectives of these sessions include:

- Making a successful presentation about your thesis research and interests
- Developing questions for reflection and discussion
- Receiving feedback from student peers, and considering an appropriate response to the feedback
- Learning to serve as a resource for peers
- Learning to provide constructive feedback to peers, in both oral and written format, that can support improvement of their research

Expectations and Grading

The fundamental expectations for this course are laid out for different cohorts of students in the section that follows. All students are expected to meet the full set of expectations that pertain to their individual circumstances. In general, you can meet these expectations by:

- Using **Connect** course content materials to prepare for class, and (occasionally) to respond to questions posed by instructional team
- Being well prepared for class and the roles you will play, including those of presenter, facilitator, and active participant
- Engaging constructively in class
- Actively participating in small group settings, with a commitment to respect for all
- Developing skills to provide respectful critique and serve as an academic peer

Requirements for Completion

Research in Progress has recently undergone changes in format, as well as the requirements to be met to receive credit for the course (1.5 credits). Please refer to the table below, which describes requirements for different cohorts and groups of students who will be enrolled in 2014-15.

<i>Cohort: Year of admission/circumstances</i>	<i>Overall enrolment requirement</i>	<i>RIP components in each term</i>	<i>Specific requirements to receive credit</i>
2014 (Newly admitted students)	Two terms: Fall 2014 Winter 2015 UBC registration: Academic Year 2014/15 SPPH 507/607 Section 003	Fall 2014: <ul style="list-style-type: none"> • Succeeding as a Graduate Student • Personal Development Plan • Journal Club Winter 2015: <ul style="list-style-type: none"> • Student Research Presentations • Journal Club 	Fall 2014: 1) Develop and submit individual modules and final version of a Personal Development Plan 2) Take an active role in Journal Club Winter 2015: 1) Present your thesis research 2) Provide oral feedback to your peers (i.e. other presenters) as part of a small group 3) Provide written feedback to your peers for a defined number of presentations 4) Take an active role in Journal Club

<p>2013 (Continuing students)</p>	<p>Three terms: Fall 2013 Winter 2014 Winter 2015</p> <p>UBC registration: Academic Year 2014/15 SPPH 507/607 Section 002</p>	<p>Fall 2013: Completed</p> <p>Winter 2014: Completed</p> <p>Winter 2015: • Student Research Presentations</p>	<p>Fall 2013 & Winter 2014: Must have met all requirements to date</p> <p>Winter 2015: 1) Present your thesis research 2) Provide oral feedback to your peers (i.e. other presenters) as part of a small group 3) Provide written feedback to your peers for a defined number of presentations <i>Note: Journal Club attendance not required</i></p>
<p>Special circumstances (e.g. earlier year of admission, have not met requirements to date, PhD students who have already completed RIP during MSc etc.)</p>	<p>Arrangements to be made on an individual basis with instructors</p>	<p>To be determined on an individual basis, taking into account individual circumstances</p>	<p>To be determined on an individual basis, taking into account individual circumstances</p>