

Unit 7: Scholarly Practice I (PHT 1107H)

Advisor Townhall

This session will be recorded

Nancy Salbach, PhD, PT & Sharon Gabison, PhD, PT
Unit 7 Academic Co-Leads
With Jennifer Ryan, PhD, PT, Senior Teaching Assistant



Land Acknowledgement

“I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Wendat Nation, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.”

Welcome to Unit 7!

Townhall Agenda

- Welcome and Introductions
- Unit 7 Orientation
 - Advisory model
 - Ethics review
 - Dissemination
 - Providing formative feedback
 - “What’s New?”
- SPEC curriculum (J. Shaw, C. Niles) & EDI Module (C. Niles)
- Q & A

**Meet your
Unit 7
Academic
Leads**



Sharon Gabison (she/her), PT, PhD
Unit 7 Academic Co-lead



Nancy Salbach (she/her), PT, PhD
Unit 7 Academic Co-lead



Senior Teaching Assistant

Jennifer Ryan (she/her) is a physiotherapist in pediatric rehabilitation. She recently completed a postdoctoral research fellowship at The Hospital for Sick Children and is now a postdoctoral research fellow at Holland Bloorview Kids Rehabilitation Hospital. Her current research involves evaluating the feasibility of a return-to-play assessment that was designed for youth with concussion in youth with more severe acquired brain injuries. Her research interests are focused on optimizing motor learning and physical fitness in children and youth with neurological conditions. Jennifer has research experience in both quantitative and qualitative methods. She has co-supervised MScPT and MScOT student research projects in the past with her PhD supervisor and been involved in the MScPT program as a clinical instructional assistant in Unit 4



Nicole Cesca (she/her) is a Physical Therapist and PhD candidate at the Rehabilitation Sciences Institute (RSI) supervised by Dr. Kristin Musselman. Her research focuses on investigating gait adaptability in individuals living with spinal cord injury/disease (SCI).



Renato Barbosa dos Santos (he/him) is a Physical Therapist and PhD candidate in the Rehabilitation Sciences Institute (RSI) supervised by Dr. Nancy Salbach. His research focuses on optimizing equity, diversity and inclusion in the conduct of trials of online exercise programs for older adults with balance and mobility limitations.



Angelie Ignacio (she/her) is a PhD candidate in the Developmental Psychology and Education program at OISE. Her research examines how students and teachers enact agency in technology-rich classrooms, with a focus on generative AI in assessment and pedagogy, as well as the assessment and intervention of children's writing skills.



Madalena Liougas (she/her) is a third year PhD student at the Rehabilitation Science Institute (University of Toronto) - KITE Research Institute (University Health Network). She studies the association between social connection and quality of life for people with dementia and is co-supervised by Drs. Jennifer Bethell and Katherine McGilton.



Nigel Majoni (he/him) is a 2nd year PhD student at the Rehabilitation Sciences Institute (RSI) and University Health Network\KITE (UHN) supervised by Dr. Avril Mansfield. His research focuses on incorporating reactive balance training interventions in people living with chronic stroke.



Taslima Mamataz (she/her) is an International Medical Graduate (IMG) and Postdoctoral Fellow at the Rehabilitation Sciences Institute (RSI) supervised by Dr. Nancy Salbach. Her research focuses on investigating the factors influencing participation to a virtual, group, task-oriented exercise intervention, it's implementation and strategies to improve equitable access in adults with mobility limitations.



Philemon Tsang (he/him) is an Advanced Practice Physiotherapist at Scarborough Health Network at the Orthopedic Rapid Assessment Clinic. He is also a Scientific Associate at the KITE Research Institute, University Health Network. His clinical and research work focuses on musculoskeletal health, rehabilitation, and the use of biomarkers to understand and improve health outcomes in individuals living with neurological conditions including SCI.



Siqi Zhang (he/him) is a foreign-trained orthopedic surgeon and a PhD candidate at the Rehabilitation Science Institute (RSI), supervised by Dr. Andy Kin On Wong. His research focuses on investigating hip osteoarthritis progression using molecular imaging techniques.



Helen Zheng (she/her) is a PhD Candidate at the Rehabilitation Sciences Institute (RSI) supervised by Dr. Mary Forhan. Her mixed-methods research focuses on exploring the built and social environment for older adults with obesity in long term care settings.

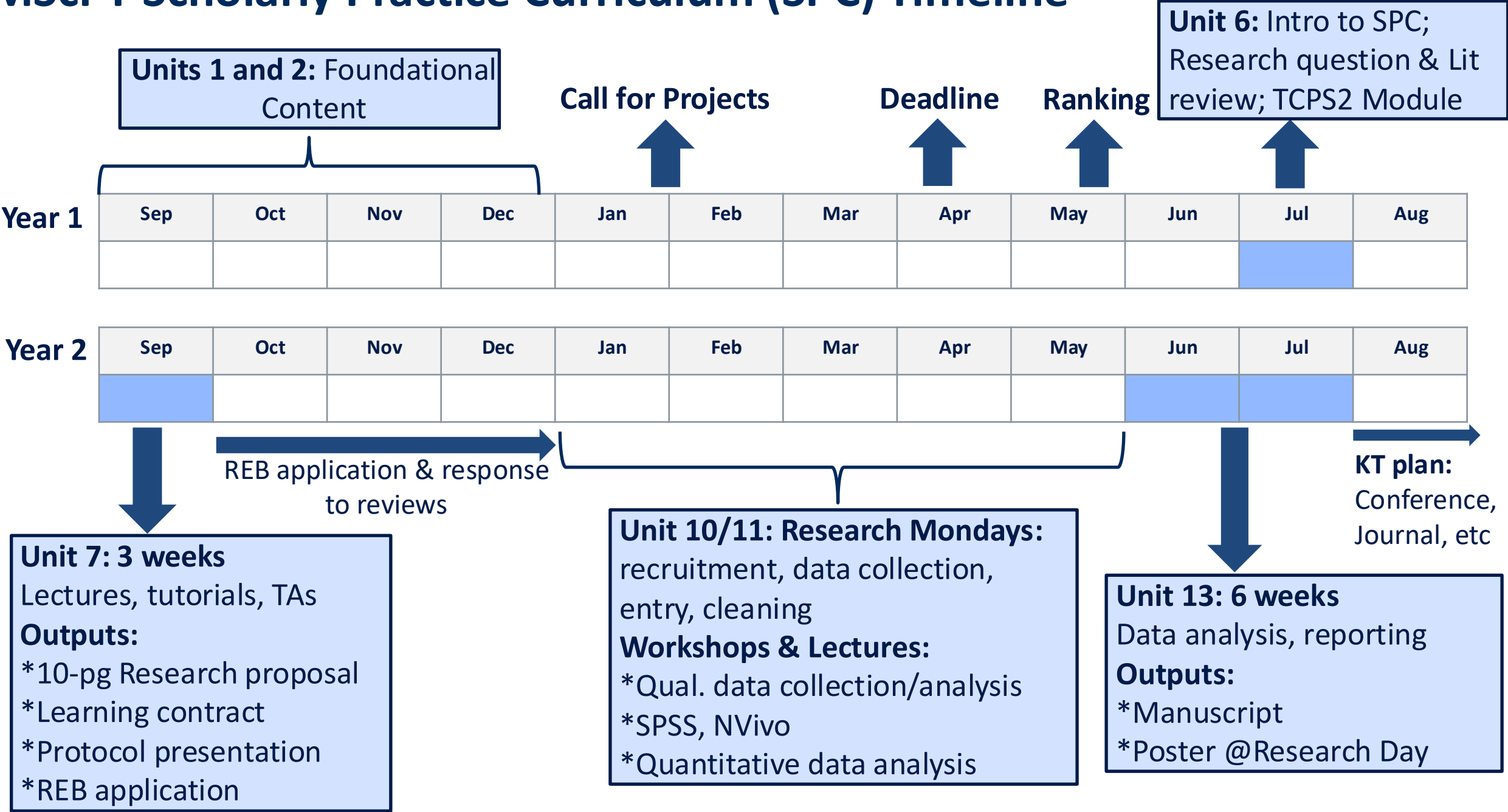
Overview of MScPT projects

➤ 25 projects in total

- 20 qualitative projects
- 2 e-surveys
- 1 feasibility study
- 1 chart review
- 1 secondary data analysis

** 7 first-time lead advisors

MScPT Scholarly Practice Curriculum (SPC) Timeline



“Important Dates to Remember” document

- Quick reference document, keep it handy
- Lists dates for workshops and deadlines
- Covers Unit 7, Research Mondays, Unit 13

Overview of MScPT Scholarly Practice Units



Dates	Unit	Purpose	Leads
Sept 8 - 26 (3 weeks)	7	Develop protocol & learning contract Protocol presentation Submit to ethics	N. Salbach S. Gabison
Jan 5 – Mar 27	10	“Research Mondays”	N. Salbach
May 18 – June 5	11	Data collection, entry, cleaning (Monday each week)	S. Gabison
June 8 – July 17 (6 weeks)	13	Data analysis Manuscript writing Poster presentation	S. Gabison K. Zabjek
Post-program		End-of-Project Knowledge Translation	Advisors and students

Unit 7: Learning outcomes

By the end of Unit 7, the student will develop the knowledge, skills and attitudes to outline and conduct a group research or program evaluation project, develop an ethics application, and obtain ethics approval for the project to develop competency in **scholarship**, as well as **communication, collaboration, physiotherapy expertise, and professionalism**.

“Learn by doing”

Unit 7: Evaluation

Evaluation Component	Level	Percentage of Unit 7 Grade	Due Date
Research Protocol	Group	55%	Monday, Sept 28, 12pm*
Learning Contract (append completed Activity Log)	Group	5%	Monday, Sept 28, 12pm*
Protocol Presentation (in-person) Evaluators grade response of entire group to Q&A; peer groups assigned to ask questions	Group	25%	Friday, Sept 25 Students attend entire day!
Participation (tutorials)	Individual	15%	Throughout

*extra time to complete

Unit 7: General Organization

Lectures, Tutorials and Independent Study (show Lecture Schedule)

- **Lectures:** cover research methodology (quantitative and qualitative) and protocol development
- **Tutorial time:** is for working on the protocol
 - Scheduled time (1 hour/tutorial) with TAs (schedule posted on Quercus – Unit 7 Course Info)
 - Unit coordinators circulate during tutorials
 - Students can meet with advisors
- **Independent Group Work Sessions:** student groups work on own using virtual Zoom rooms (10 small group rooms are available at 500 University on a first come first served basis) – **working during this time is essential to timely completion of Unit 7 assignments**
 - NOTE: No TAs scheduled during these group work sessions

Advisory Model



Lead & Co-advisors

+



**Faculty
Advisor**



Student Group



Unit 7 Academic Leads & Senior TA



Teaching Assistant

Roles & Responsibilities

Source: Unit 7 Manual

Students:

- **Role**: develop and carry out a research project
- **Responsibilities**: prepare research protocol, protocol slides, learning contract, and REB application, address REB reviews, collect, prepare, and analyze data, develop manuscript and poster

Advisors:

- **Role**: provide overall leadership and coordination to complete project
- **Responsibilities**: provide feedback on documents in 2-3 days, submit REB application and address reviews, facilitate access to resources, promote student participation and professionalism, liaise with coordinators, facilitate dissemination
- Assigned Faculty Advisors **provide methodological guidance and act as a resource, review and provide feedback on all documents in Unit 7 and 13**

Roles & Responsibilities cont'd

Academic Leads & Senior TA:

- **Role**: lead and coordinate the scholarly practice units
- **Responsibilities**: screen projects, teach students, address concerns, facilitate, act as a resource

Teaching Assistants:

- **Role**: act as a resource and guide
- **Responsibilities**: facilitate student progress and participation, provide feedback on documents, contribute to participation grade

Data Analysis: EXPECTATIONS

Quantitative projects:

- Correlations
- Student's t-tests
- Chi-square statistics
- Multivariate analysis can only be undertaken if the lead advisor has expertise in this area (speak to Academic leads in this case)

Qualitative projects:

- Limited to descriptive qualitative research
- Presentation of key findings or themes
- A more advanced qualitative analysis approach can only be undertaken if the lead advisor has expertise in this area (speak to Academic leads in this case)

Software

MScPT program supports use of SPSS and NVivo

- **NVivo** free for UofT students to download
- **SPSS** available in computer lab (~4 computers) at 500 University
- MScPT program delivers NVivo and SPSS workshops for students

Survey software:

- **REDCap** is a free software at UofT that has a survey tool
- **Qualtrics** is an e-survey software for purchase with a server in Canada
<https://www.qualtrics.com/>

Suggested Timelines (review as a group)

Suggested Timeline~	Tasks to complete
Week 1	Begin with reviewing the literature pertinent to your topic and finalizing your research question and objectives as these activities will help guide you in developing the rest of your study protocol.
Thurs Sept 10, 2026	Students submit 3-minute presentation slides to advisors by 3pm
Fri Sept 11, 2026	Advisors provide feedback on 3-minute presentation slides by 5pm
Week 2	Complete draft of study protocol Begin writing learning contract
Tues Sept 15, 2026	3-Minute Group Presentations
Tues Sept 15, 2026	Students submit first draft of protocol to advisors by 5pm
Friday Sept 18, 2026	Advisors provide feedback on first draft by 1pm
Week 3	Students and lead advisor sign learning contract prior to submission As you finalize protocol sections, copy and paste information into ethics forms
Mon Sept 21, 2026	Students submit final draft of protocol by 12noon Students submit draft of protocol presentation slides to advisors by 4pm
Wed Sept 23, 2026	Advisors provide feedback on final draft of protocol and research day slides by 5pm
Thurs Sept 24, 2026	Students submit Protocol Presentation day slides to Quercus by 12pm
Fri Sept 25, 2026	Research Protocol Presentations - Students attend the entire day! Students submit Learning Contracts and Protocols to Quercus starting Fri Sept 25 at 4pm and no later than Mon Sept 28, 2026 by 12pm.

Advisor Engagement in Unit 7

- Advisors can connect virtually throughout Unit 7
- Zoom links available in the Project Matrix
- Sep 8, 11:15 – 12:15 pm: **Meeting #2 – Advisors & TA connect with students via Zoom**
- **Sep 25:** Protocol Presentation Day at 500 University – Advisors may join via Zoom

Introducing Jay Shaw & Chavon Niles
Academic Co-Leads

Social, Political, Ethical and Cultural (SPEC)
Dimensions of Health and Healthcare - Cross
Curricular Theme

How Scholarly Practice Units Support MScPT Program's Three Core Pillars



Enhances **Critical Thinking**: Encourages analysis, integration, and evaluation of diverse knowledge sources.



Fosters an **Inquiry Mindset**: Promotes self-directed learning, creativity, and resilience.



Strengthens **Professionalism**: Reinforces ethical behaviour, accountability, leadership and reflective practice.



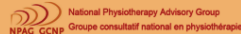
Prepares You to Be the Best PT You Can Be

- Equips you with habits and skills for lifelong excellence as a PT!

How Scholarly Practice Units Help PT Students Develop Essential Competencies

NPAG

Competency Profile for
Physiotherapists in Canada
(2017)



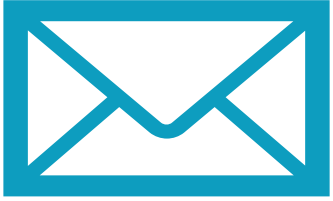
- ✓ DOMAIN 2: Communication
- ✓ DOMAIN 3: Collaboration
- ✓ DOMAIN 4: Management
- ✓ DOMAIN 5: Leadership
- ✓ DOMAIN 6: Scholarship
- ✓ DOMAIN 7: Professionalism



Professional behaviors expected in Unit 7

Meetings with Advisors & TAs

- ✓ Point person organizes Zoom meetings
- ✓ Create calendar invite with the zoom details and attach relevant files
- ✓ All group members must attend, communicate if you cannot
- ✓ Be punctual
- ✓ Draft an agenda in advance
- ✓ Students chair and take minutes (save minutes to Google Docs)
- ✓ WebCams on (or mention in chat why WebCam off)
- ✓ Ask critical questions, share your opinion, share workload, take initiative
- ✓ Address conflicts/diverging viewpoints calmly and professionally by seeking resolution through effective communication and collaboration
- ✓ Email action items post meeting
- ✓ Confirm all decisions with advisors



Professional behaviors expected in Unit 7

Email Etiquette & Advisor Review of Documents

- ✓ Email subject line should be specific to email
- ✓ Include all team members on emails
- ✓ Share documents as a Google doc or attachment as per advisor preference
- ✓ Ensure document has page numbers and date last revised or version #
- ✓ Provide deadline for review
- ✓ Promptly confirm receipt of emails from advisors and thank them for their feedback

What's ***NEW*** in Unit 7

- **Unit 6 sessions** (July 2026):
 1. Introduction to Scholarly Practice Curriculum
 2. Student-Advisor Meeting #1
 3. Developing Research Questions and Literature Reviews
 - Revised 1 project objective using PICOT/PCC format
 - Developed a literature review outline
 - Advisors should review these outputs @Meeting #2, Sep 8 in Unit 7
 4. Search Strategies I: Gerstein Librarian
 5. Literature Search Session
- **TCPS2 Tutorial** done by Sept 8, 2026 by 8am (pre-Unit 7)

What's ***NEW*** in Unit 7

***NEW* EDIA (Equity Diversity Inclusion and Accessibility) Module+Guide developed by Chavon Niles (with Nancy & Sharon)**

- **Tutorial 2 or 3:** TAs will:
 - Discuss the **EDIA Module and Guide**
 - Support students in selecting **diversity variables** to describe study participants
 - Help students identify **sources for item wording**
- **Students** can post EDIA-related questions to Quercus Discussion Board
- **EDIA Tutorial:** Chavon Niles will host a tutorial session (Fri. Sep. 18) to address any EDIA related questions

What's ***NEW*** in Unit 7

***NEW* AI Policy & Generative AI Tutorial Activities**

Activity #1: Tutorial 4

- Review U of T guidance on using Generative AI
- Use Microsoft Copilot to edit style, grammar, word count of research protocols

Activity #2: Tutorial 5, 6, or 7

- Use Microsoft Copilot to create protocol presentation slides using the research protocol as the source document

AI Declaration in Protocol, Session on AI in Research by Jay Shaw

Is anyone planning to use Generative AI in their study?

What's ***NEW*** in Unit 7

***NEW* Project Management Module in Quercus :**

Goal: Build essential coordination and scheduling skills for effective teamwork

- **How to Create a Calendar Invite:** Practice sending invites for team meetings or deadlines
- **How to Create a Recurring Zoom Link:** Set up recurring meetings for group collaboration
- **How to access to REDCap**
- **How to Recruit Through PT Link and OPA**
- **How to create a research email account**
- **Participant Tracking Form Template**
- **Student Activity Log (use in Unit 7 starting Sep 8, 2026)**

MScPT Program Pillar: Professionalism

Giving Formative Written Feedback to Students

- Context: Students are novice researchers; feedback should be supportive and developmental, and educate them on the research process.

Tips for Effective Feedback

- **Be encouraging:** Acknowledge effort and progress.
- **Be specific:** Point out what needs improvement and how, use neutral language.
- **Be consistent:** Reference earlier feedback if issues persist.
- **Review comments** before sending to ensure neutral language
- **Example of Written Feedback on research protocol in email:**
- “This is a clearly written first draft [positive comment]. I’ve provided feedback on how to improve the organization and flow of the literature review [neutral language]. It’s normal to give a lot of feedback on the first draft [educate on process]. I look forward to reading the next version [positive comment].”
- *Feedback is a learning tool to help students build confidence/skills with research.*

Research Ethics Board (REB) Review

See Appendix slides for REB links and resources

Ethics Presentations – Tues Sep 15

Posted on Quercus in Modules > Unit 7 guidelines for Assignments > Ethics Presentation

3-minute presentation

Select one person/group to present (all group members must be in attendance)

Prepare ~ 5 slides on:

- Rationale – Why is the study important? **Limit of 3 bullet points.**
- Study objectives
- Study design (include recruitment flow chart)
- Participant recruitment & data collection
- Use of AI
- Possible challenges with protocol
- Ethical considerations/Issues
- Level of ethics review

****Take this opportunity to ask Roshan about ethical considerations related to your study**** ³⁵

Research Protocol vs Ethics Application

- Students will complete and submit a 10-page research protocol to Unit coordinators for marking
- A separate and equally important process is the completion of ethics application forms that you will submit to one or more research ethics boards (REB) to obtain ethics approval for your project. **See ethics templates**
- If University of Toronto REB
 - Submit to UofT (full or delegated review)
- If Hospital site
 - First Step – Hospital REB – primary approval
 - Second Step - University of Toronto – delegated or administrative review (after hospital approval)

Secondary Data Analysis

Analysis of Available Data from on Ongoing Study with Current REB Approval

- If the students will be using existing data from an ongoing project, but have their own research questions, objectives etc., then a new REB submission is required

Data Access and Security

- 1. Microsoft OneDrive** – Advisors share a OneDrive folder with students where data files can be stored securely - Preferred.
- 2. Sharepoint** – Advisors can arrange to share a SharePoint folder with student in consultation with Rob Page.
- 3. Advisors are responsible for overseeing the secure and confidential storage of study data by students.** Students cannot download datasets to personal laptops.

Rob Page rob.page@utoronto.ca

How Students Can Help Prepare for REB submission

- **Advisors submit** REB applications online at U of T
- Hospital-based advisors with research privileges at UofT can submit REB applications; otherwise the U of T-based faculty advisor must do so
- Students can complete REB templates in advance
- Templates can be found in: Quercus > Modules > Ethics
 - UofT REB Protocol Template for Research Protocol for Full or Delegated Review
 - UofT REB Template for TAHSN Approved Protocol

How do Advisors Submit the REB Application Using the Online System?

For administrative, delegated or full review: Advisors generate the project as "PI"

- We strongly recommend that Advisors submit the REB application as "PI" (not as Supervisor) to ensure access to the REB application to address reviewers' comments
- Students finalize the REB Word doc template and appendices with Advisor feedback

OPTIONS for completing REB online forms:

1. Advisor uses REB Word doc template and appendices to prepare the REB submission and Advisor submits on the team's behalf. ****easier route for groups in past years****
2. Advisor can add 1 student from the group as Student PI Assistant:

Instructions are here: Click on "How do I designate a PI assistant?"

<https://research.utoronto.ca/my-research-system-help-support/my-research-human-protocols-mrhp#tips>

- Allows Advisor to send REB application to student to enter information
- Student PI Assistant returns application to Advisor for review and submission
- Advisor submits on the team's behalf

Ethics Submission Procedures

- **Aim to submit REB application by Friday, Sep 25:**
 - Approval from the appropriate REB is obtained prior to any recruitment or data collection

How to Access to REDCap

REDCap (Research Electronic Data Capture) is a secure web application for building and managing online surveys and databases. If you're planning to use REDCap for your study, follow these steps to gain access and request an account (*refer to the How to Access REDCap Instruction Guidelines*).

**Note only the lead advisor needs to fill out a form. The lead advisor can then add students to the project.*

1. Request an Account:

- Navigate to the [University of Toronto's REDCap page](#).
- Locate the [REDCap Account Request Form](#) and complete the form (you will need to sign in with your UTORid).

Learning materials



- Quercus (U of T Learning Platform, **advisors do not need access**):
 - **Calendar:** Lecture slides/recordings
 - **Modules:** Readings, REB templates, sample protocols, and much more
- Required text:
 - *Designing Clinical Research* (Hulley et al, 5th edition)
 - available as an e-book at U of T or purchase at book store – <https://onesearch.library.utoronto.ca/>
 - Recommended texts:
 - *Norman GR, Streiner DL. Biostatistics. The Bare Essentials* (Norman & Streiner, 4th edition) print copy of book available at U of T- <https://onesearch.library.utoronto.ca/>
 - *Carpenter C, Suto M. 2008. Qualitative Research for Occupational and Physical Therapists. A Practical Guide.* – see ‘Unit 7 Readings’ in Module section for pdf.

Advisors:

Keys to Success in Unit 7

- Finalize research questions by end of week 1
- Effective communication
- If lead advisor not available at a critical time, another advisor should cover
- Quick turnaround time to respond to questions & provide feedback on presentation slides and protocol
- With multiple clinical advisors, one should take a leadership role – clarify role of each advisor at start of unit
- Group meetings to resolve challenges



Appendix

U of T Ethics Resources (review on own)

- All information pertaining to the University of Toronto research ethics board (REB) can be found at: <https://research.utoronto.ca/ethics-human-research/ethics-human-research>
- All research projects conducted by U of T PT students must be approved by the UofT Health Sciences REB:
 - Health Sciences REB (covers Faculty of Medicine)
 - For HIV-related research, please follow the Health Sciences REB schedule
 - Research Ethics Manager

Roshan Guna

REB Manager-Health Sciences, Human Research Ethics
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U of T Ethics Resources (review on own)

<https://research.utoronto.ca/ethics-human-research/submit-human-ethics-protocol>

Guidance for completing the REB protocol:

The My Research Human Protocols (MRHP) guide can be found here:

<http://www.research.utoronto.ca/mrhp-protocol-instructions/>