

## **GEOG 9310A– Systematic Reviews for Environment, Development & Health**

### **Course Outline: Section 001 – Fall 2018**

#### **1. Course Information**

##### 1.1. Classroom Location:

SSC 2333 on Tuesday at 10am-12:30pm

##### 1.2. Contact Information:

Instructor: Jason Gilliland

Office: SSC 2432

Office Hours: Friday 10am-1pm

Phone: 519-661-2111 x81239

Email: [jgillila@uwo.ca](mailto:jgillila@uwo.ca)

The Department of Geography strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation.

Please visit the "[Accessibility at Western](#)" website for more information.

#### **2. Calendar Description**

##### Course Description

Examination and discussion of how research evidence is generated, evaluated, synthesized, disseminated, and used for decision-making around key urban, environment, development and health issues. The course objective is to learn how to evaluate and generate scoping reviews, rapid reviews, systematic reviews, and meta-analyses to ascertain the state of knowledge on a topic.

3.0 lecture hours, 0.5 course

Antirequisite(s): none

Prerequisite(s): registration in a graduate program

#### **3. Textbook**

Mark Petticrew and Helen Roberts (2006) *Systematic Reviews in the Social Sciences: A Practical Guide*, Oxford: Backwell Publishing Ltd. ISBN: 978-1-405-12110-1.

## 4. Course Objectives

This seminar course aims to equip students with the practical skills needed for their thesis research on topics related to urban, environment, development and/or health issues. This course will teach students how to critically appraise what is already known about a topic, including the application of study quality and risk of bias tools, to identify what research gaps exist in their field. Students will learn how to develop and execute a high-quality systematic review protocol, through the production of their own systematic review on a worthwhile topic. This course will improve students' critical thinking and communication skills. This course will also be useful for students who seek a career which requires evidence-based decision-making and policy formation.

## 5. Learning Outcomes

Upon completion of the course, students should be able to:

- 1) locate a systematic review and/or meta-analysis and summarize its results, as well as identify a relevant topic or research question for which there are no existing high-quality systematic reviews;
- 2) critically appraise the methods and interpret the results of systematic reviews and meta-analyses of research evidence;
- 3) explain and conduct the required steps in process of completing a systematic review (i.e., problem formulation, develop a search strategy, identification of studies to include/exclude, data extraction, appraise study quality, synthesize results, report and disseminate findings);
- 4) comprehend and explain how to use systematic reviews to fill knowledge gaps and for developing evidence-based policy and practice.

## 6. Evaluation

Evaluation Component	Percentage of Course Grade	Assignment Schedule
Research Review Paper Proposal	5%	Week 4
Updated Proposal	5%	Week 6
Review Paper	70%	Last class
Seminar Participation & Presentations	20%	Throughout

Full participation is mandatory. Your participation grade is based on a combination of your everyday participation and your performance leading one seminar during the term.

**Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.**

## 7. Lecture and Examination Schedule

Note: Seminar Schedule is tentative and is subject to change

Week	Topic
1	Introduction
2	Why systematic reviews? Systematic reviews for evidence-based decisions.
3	Systematic, scoping, rapid or meta-analysis?
4	Refining questions
5	Inclusion / Exclusion criteria
6	Databases
7	Proposal discussions
8	How to assess study quality
9	Synthesizing and presenting evidence
10	Understanding Bias
11	Policy implications
12	Disseminating reviews
13	Final Paper Presentations and Discussions

## 8. University Policy Regarding Illness

### 8.1. Illness

Please visit the link to the university policy for more information.

<http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchiveID=- Page 12>.

If you feel that you have a medical or personal concern that is interfering with your work, you should contact your Instructor, Graduate Program Administrator, Supervisor, or SGPS.

### 8.2. Attendance

It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

## 9. Scholastic Discipline for Graduate Students

For the complete policy and regulations visit the [Graduate and Postdoctoral Studies](#) website

## 10. Procedures for Appealing Academic Evaluations

Students may appeal an academic decision or ruling in accordance with the appeal procedures set out below. Students have a right to appeal to their graduate programs and, if unsuccessful, to the Vice-Provost (Graduate and Postdoctoral Studies). Some decisions may be appealed

further to the Senate Review Board Academic. The Vice-Provost's rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA).

For the complete policy and regulations visit the [Graduate and Postdoctoral Studies](#) website

## **11. Support Services**

### 11.1. Support Services

[Student Support Services](#)

[Student Development Services](#)

Students who are in emotional/mental distress should refer to [Mental Health@Western](#) for a complete list of options about how to obtain help.

### 11.2. Short Absences

If you miss a class due to minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lecture notes from a classmate.

### 11.3. Extended Absences

If you expect to be away from campus for an extended amount of time, please make prior arrangements with your course instructors and/or supervisor.

For the complete policy on registration visit the [Graduate and Postdoctoral Studies](#) website.

### 11.4. Academic Concerns

If you are in academic difficulty, it is strongly recommended that you see your Graduate Program Administrator, Supervisor, or SGPS.

## **12.Important Dates:**

September 6: Classes resume

September 14: Last day to add a full course or a second term half course

October 8: Thanksgiving Holiday – Department Office Closed

October 9-12: Fall Reading Week (No classes; Department Office open

November 12: Last day to drop a first term half course without penalty

November 30: Last day to drop a full course without academic penalty

December 7: Classes end

December 8 and 9: Study days

December 10-21: Examination Period

December 21: Fall term

## **13.Other Information**

For a list of Graduate Regulations please visit the [Graduate and Postdoctoral Studies](#) website

For The University of Western Ontario Senate Regulations, please see the [Handbook of Academic and Scholarship Policies](#)

## Email Policies

Please respect the fact that Professors receive multiple emails from students and will deal with those emails in a fair, organized and timely manner. Please ensure the subject line contains the name, number and section of the course in question.