

BOSTON
UNIVERSITY
SARGENT COLLEGE

of Health and Rehabilitation Sciences

Sharing a community

Sharing success

*Distance
Education*

On-line Master of Science in Occupational Therapy Student Orientation Handbook



Boston University
Sargent College of Health & Rehabilitation Sciences
635 Commonwealth Avenue ♦ Boston, MA ♦ 02215

<http://www.otdegree.com/>
<http://ilot.embanet.com/home/>



Table of Contents

| | |
|--|----|
| Introduction..... | 3 |
| Sargent College’s Mission..... | 3 |
| Sargent College’s Vision..... | 3 |
| Department of Occupational Therapy and Rehabilitation Counseling Vision and Mission of the Occupational Therapy Programs..... | 3 |
| How to Succeed in Distance Education Courses..... | 4 |
| Help Desk and Technical Support..... | 6 |
| Technological Requirements..... | 6 |
| Logging In..... | 10 |
| Advice from 10 On-line Alumni..... | 11 |
| Frequently Asked Questions..... | 12 |
| Helpful Hints: Tips from Faculty, Your Facilitators & Program Manager..... | 16 |
| A Burning Question: Who to Contact First?..... | 19 |
| On-line Communication Skills..... | 20 |
| APA Style: A Quick Reference..... | 21 |
| Library Guide: Accessing Electronic Databases and Articles..... | 24 |
| Looking at the Evidence: A brief guide to finding information in a research article..... | 26 |
| Statistics Basics: What you really need to know about statistics..... | 29 |
| Boston University – Important Contacts..... | 34 |
| OT/Sargent College Staff Contacts..... | 35 |
| Web log..... | 35 |
| Making Tuition Payments..... | 36 |
| Ergonomics..... | 37 |
| Ergonomics for the Laptop Computer Workstation..... | 39 |



Introduction

Welcome to the on-line Master of Science in occupational therapy program! You are among an outstanding group of professionals from around the world, and you will find that your fellow learners have outstanding academic achievements as well as diverse expertise and accomplishments as practitioners.

Before you get started, we invite you to get to know a little bit more about the vision and mission of Sargent College of Health and Rehabilitation Sciences, and the Department of Occupational Therapy and Rehabilitation Counseling.

Sargent College's Mission

The mission of Boston University Sargent College is to advance, preserve, disseminate, and apply knowledge in the health and rehabilitation sciences. BU Sargent College strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society.

Sargent College's Vision

To become an acknowledged worldwide leader in the health and rehabilitation sciences. To be responsive to and actively shape the changing health care environment.

Department of Occupational Therapy and Rehabilitation Counseling Vision and Mission of the Occupational Therapy Programs

Vision

To be a national/international leader in education, research, and practice related to participation in meaningful occupation and its contribution to lifelong health and well-being.

Mission

To achieve the OT Programs' vision of contributing to lifelong health and well-being of individuals and society, our mission is to:

1. Prepare professionals to function as leaders in the education, research, and practice of occupational therapy.
2. Engage in scholarship and research that builds and applies the occupational therapy profession's body of knowledge.
3. Collaborate with others in strategic partnerships within the University and the community to advance human occupation.



How to Succeed in Distance Education Courses

Understand expectations. Each course has a syllabus which contains all of the information you need to understand the instructor's expectations for the course. This includes the course description, learning objectives, assignments, grading, facilitator and instructor's office hours, and the schedule for the *Meet the Professor* chats. Review this information very carefully so that you will meet and exceed course requirements

Identify tools necessary to complete assignments. Be sure to check the technical requirements for the program and purchase any software that you may not already have loaded on your computer. We recommend that you become familiar with Microsoft Office products like Microsoft Word, Microsoft PowerPoint, Microsoft Publisher, and Microsoft Excel using your MeLL CD tutorials. While not required, you will find it easier to navigate through your courses with Broadband or DSL Internet service.

Be realistic. You will not have to keep a class attendance schedule, but you will have to do regular academic work throughout each week. It is recommended that you pace yourself and try to avoid leaving your coursework to be completed on the weekends.

Set goals and deadlines for yourself and stick to them. Keep a calendar showing the number of weeks in the semester and mark it off with the amount of work you need to do each week. Mark in the days when you will expect to submit assignments and participate in weekly "chats" with your facilitator and instructor. Keep reminding yourself that you will always have more to do near the end of a course than at the beginning.

Organize your goals in a study schedule. Identify study times when you are fresh and attentive and stick to those times every week. Think of the study times as "reserved time." If you miss too many study times, revise your schedule.

Avoid interruptions. Avoid all interruptions and distractions while you are reading the textbook, working on the computer or studying. Take the telephone off the hook if there is no one available to answer it but you.

Know where to study. Find a place that is free from distractions. You might consider work—before or after hours and on your lunch hour—a public library, or a separate room in your home.



How to Succeed in Distance Education Courses (continued)

Stay in touch with your instructor and facilitator. Contact your instructor and facilitator regularly, especially when you have questions about course content materials. Proactively seek clarification. Both instructors and facilitators are available by phone and/or email, including using a web camera. Be sure to attend the *Meet the Professor* chats, and if you are unable to do so, make sure you read the Chat History every week to see what was discussed. The *Meet the Professor* chat is a perfect opportunity to ask your instructor content-related, and receive clarification on points that may be causing you some trouble. Often your classmates have the same questions that you have and you may get the answer to some of your questions in the chat sessions.

Use good communication skills. Pay careful attention to instructions and be certain that you understand what is being asked when submitting assignments or participating in discussions. It often helps to develop a brief outline before responding to questions whether they are submitted in writing or posted on the discussion boards.

Evaluate your own progress regularly. Re-read the course objectives often to see how you are progressing with them.

Discuss your progress. Ask your instructor or facilitator at various points in the semester about how you are progressing with the course. Also ask for help and point out any areas that you think are difficult or unclear.

Time your tests/quizzes wisely. Before you take a test/quiz, make sure you understand the information covered in the course materials that will be the basis for a particular test/quiz.

Peer partners. In many of your courses, you will be assigned a peer partner. You will most likely work with your peer partner on assignments and regularly communicate through e-mail/chat rooms/telephone/web camera.

Managing stress. Relaxation techniques can benefit learning in a number of ways: Heighten concentration, heighten focusing of attention, and lessen anxiety. Some common relaxation techniques include deep breathing, stretching, and soothing music.

(Adapted from: How to succeed in distance learning courses. Retrieved June 20, 2006, from <https://www.terra.edu/academics/distanceguidelines.asp>).



Help Desk and Technical Support

As an online student in the MS program, you have full, live technical support available to you 24 hours a day, 7 days a week. The Embanet Help Desk system combines their knowledge base, all emails and phone calls, and Boston University's information to ensure fast, accurate and friendly responses.

Do not hesitate to contact them at any time you experience technical difficulty while working in your online course. They are there to support you all hours of the day. This is one of the ways that Sargent's online program stands out from the rest – so use this resource whenever you need it. You can call or email them using the contact information below.

| |
|---|
| <p style="text-align: center;">Embanet Toll Free Technical Support (LIVE 24/7) 1.866.606.1705 ext. 1 http://www.otdegree.com/help</p> |
|---|

Technological Requirements

Minimum Hardware Requirements for PC users:

| | |
|---------------------------------|---|
| Operating System: | Windows 98/2000/NT/XP |
| RAM: | 128MB recommended |
| Free Disk Space: | 50MB (100MB recommended) |
| CPU Speed: | 266 MHz (500 MHz recommended) |
| Monitor: | *** resolution setting of 1024 by 768 |
| Modem: | 56K modem (DSL or cable modem recommended if your course is graphically intensive) |
| Sound Card and Speakers: | To listen to audio embedded into PowerPoint or Flash files |
| *Browser: | Internet Explorer version 6.0 or Higher Also recommended: Netscape Navigator 7.0 or Higher |
| Software: | MicroSoft Office Students may purchase online at: http://www.universitycomputers.com http://www.universitycomputers.com/ Item #: 52OE-SH-OF2K3 |



Technology Requirements (continued)

Minimum Hardware Requirements for Mac users:

| | |
|---------------------------------|---|
| Operating System: | Macintosh OS 9 or Higher |
| RAM: | 128MB recommended |
| Free Disk Space: | 50MB (100MB recommended) |
| CPU Speed: | Power Macintosh or higher |
| Monitor: | *** resolution setting of 1024 by 768 |
| Modem: | 56K modem (DSL or cable modem recommended if your course is graphically intensive) |
| Sound Card and Speakers: | To listen to audio embedded into PowerPoint or Flash files |
| *Browser: | Internet Explorer for MAC version 5.2.3 Also recommended: Mozilla 1.2 or Higher |
| Software: | Microsoft Office Students may purchase online at: http://www.universitycomputers.com |


For both PC & Mac users:

| | |
|-----------------------------|---|
| Web camera: | Any compatible web camera, such as Logitech. You'll be using the web camera throughout the program to communicate with your peer partners, facilitators & instructors. |
| Software: | <ul style="list-style-type: none">•Impatica (software that lets you compress PowerPoint presentations) To purchase with your BU student discount, click on the link below: University Computers - Impatica Software•Microsoft Publisher 2003 (You can also use MS Word, but students have found MS Publisher beneficial for assignments such as making a brochure) |
| Computer Microphone: | For recording your PowerPoint sound files in narrated presentations To purchase, click on the link below: University Computers-Boom Microphone |

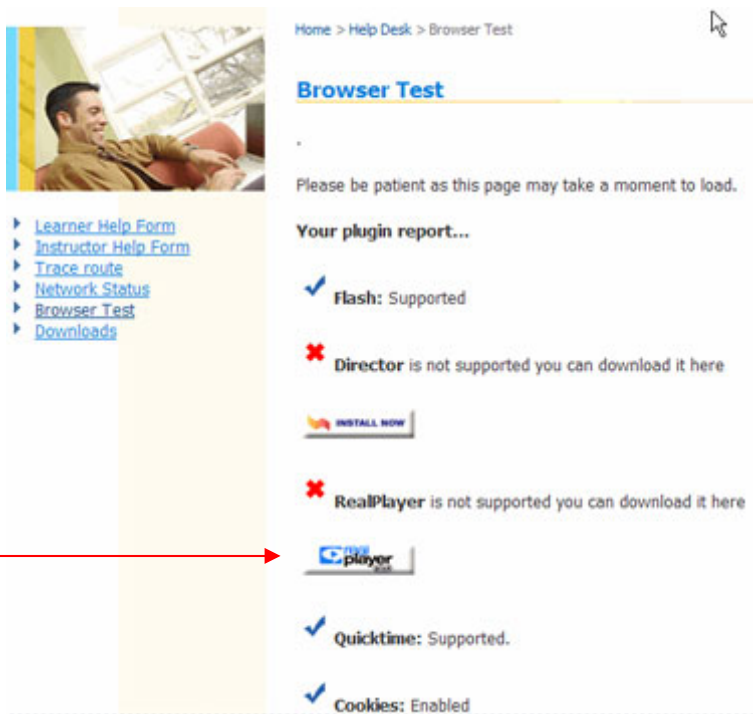


Technology Requirements (continued)

***Set screen resolution

1. On the Windows **Start** menu, point to **Settings**, and then click **Control Panel**.
2. Double-click the **Display** icon .
3. Click the **Settings** tab.
4. Under **Display Area**, drag the slider to change the screen resolution (1024 by 768).

When you first log into the course platform, be sure to conduct the Browser Test located on the left hand side of your home page. This test helps determine whether or not your computer has the appropriate software and plug-ins necessary to run the course platform on your computer. You only need to click on the “Browser Test” link and follow the simple instructions. Once you run the test, you will see a screen like this:



If your computer does not currently support some of the necessary software or plug-ins, a link to a free download will be provided to you on your plug-in report page.

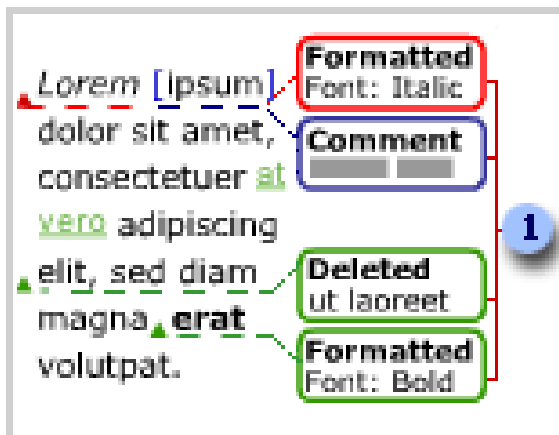


Track changes and comments

Microsoft Word has a very useful feature under the menu heading, Tools. It is called *Track Changes*. Many facilitator and instructors will use this feature to edit/comment on your assignments. It is highly recommended that you become familiar with this.

According to Microsoft, “to facilitate online review, Microsoft Word allows you to easily make and view tracked changes (tracked change: A mark that shows where a deletion, insertion, or other editing change has been made in a document.) and comments (comment: A note or annotation that an author or reviewer adds to a document. Microsoft Word displays the comment in a balloon in the margin of the document or in the Reviewing Pane.) in a document. In order to preserve the layout of your document, Word shows some markup (markup: Comments and tracked changes such as insertions, deletions, and formatting changes. View markup when you want to process tracked changes and comments. Print a document with markup to keep a record of changes made to a document.) elements in the text of the document, while others are displayed in balloons (balloons: In print layout view or Web layout view, markup balloons show markup elements, such as comments and tracked changes, in the margins of your document. Use these balloons to easily see and respond to reviewers' changes and comments.) that appear in the margin”

(Track changes and comments. Retrieved on July 10, 2006, from <http://office.microsoft.com/en-us/assistance/HP052416341033.aspx>).



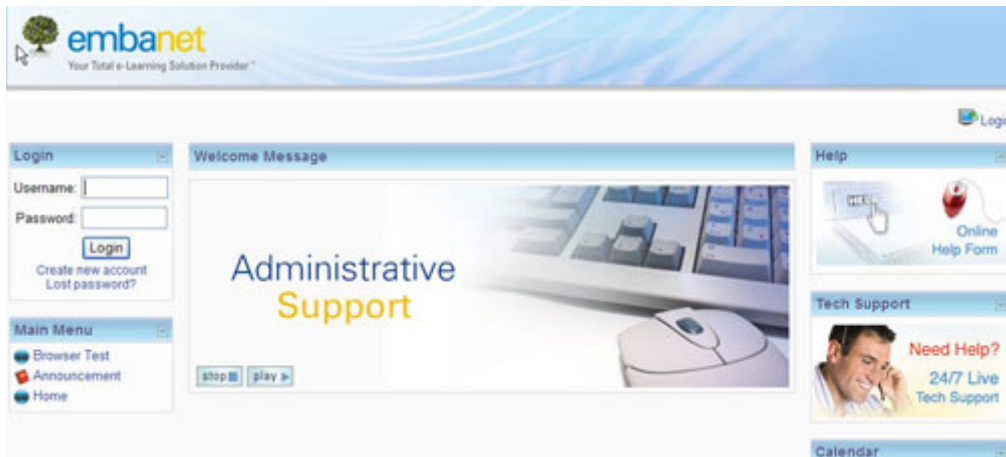
1 Balloons show insertions or deletions, formatting changes and comments.



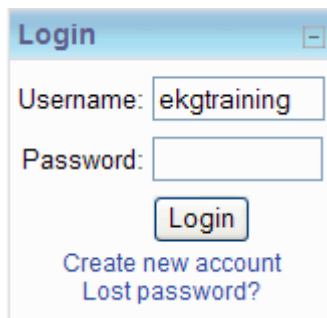
Logging In

Each time you want to enter your online course, you first will need to log into the course platform. You will be provided a user name and password and this will be your key to get into your courses. You will access the platform through the OT program website.

Your homepage will look something like this:



You will insert your Username and Password in the fields provided on the left hand side of the screen:



You can also login using the link on the right hand side of the page that looks like this:





Advice from 10 On-line Alumni

We asked the first graduating class from the on-line Master of Science program to give you some pearls of wisdom to help you succeed in the program. Here is what they want you to know:

1. Don't sweat the small stuff; grades are clearly much more important to the students than they are to the Profs or the rest of the world. Try to understand the material and its practical applications. And bring 2 umbrellas to Boston!
2. Be organized and keep up with pace by doing work daily.
3. Organize your week, review the material and set a schedule for time lines. ASK FOR HELP-do not think you are alone if you are feeling overwhelmed when you first start out.
4. Be prepared for sacrifice and organize your time. I would not have been able to finish this course if my family was not supportive and understanding especially in times when I could not be with them because I needed to complete an assignment.
5. Be prepared for an intense, challenging experience. Try to communicate with many peers. Stay very active on the Message Boards. Ask questions before a situation gets out of control. Attend all of the Chats...they add a personal level to the program that helps in feeling connected.
6. I think you have to be ready for the pace of the learning. You make the mad dash of learning/output and digest after the fact. This pace is best suited for people who don't have a lot going on in their private lives and who don't like to sleep much! I felt like I had to give up hobbies and vacations in order to make room for the program. I don't regret it at all though. I feel like the sacrifice was well worth it and I would do it again (Probably will, in fact).
7. Relax and communicate with your facilitator. Ask questions immediately if you are confused or have a question.
8. It takes a lot of work but it's worth it.
9. I would convey that this is not "self paced" and that assignments will have due dates and that you cannot rely on weekends to do the bulk of the work. If you are able to stay on top of assignments and work on major assignments things flow fairly easily
10. Rest up before, have good family support and pray.



Frequently Asked Questions

Q: How often do we work on group assignments versus individual? How will we work in groups?

A: The group versus individual work depends on the course. There are online group areas to assist in the process of working in groups. This group area allows your team to chat, email and discuss with each other.

Q: How long do we have to complete assignments?

A: The time to complete an assignment depends on the course and ranges from a day or two to weeks.

Books and Resources

Q: Do we need to get books?

A: Some of the courses require books.

Q: How do we access these articles? ...In text or from the library?

A: You can access the BU library as a BU student. You will need to search for some literature, but the majority of the readings will be from texts and from a course packet that you purchase (online) from the bookstore. We will help you with all of this.

Q: Can we access any articles at BU?

A: Yes, you will have full access to the BU library through our online connections.

Classes

Q: Are the online courses equivalent to an on-campus course?

A: Yes they are. The courses in the online course are the same as the on-campus courses. They were developed by the same faculty who teach in the on-campus program because we wanted to ensure that they were of the same quality as our on-campus offerings.

Q: How do the courses work?

A: The courses have lessons each week. These consist of readings, interactive activities, discussion questions with each other through chat rooms and assignments.



Frequently Asked Questions (continued)

Q: Are these lessons to be studied at your own pace or do we have interactive classes?

A: You can pace yourself in terms of learning during the week, but each course has assignments that are due at specific times during the week. You may be asked to respond to another student's assignments at a specific time.

Q: Can we study on our own times? Can we study anytime? I am concerned about the flexibility...

A: Yes, you can study at any time. The courses are available on line 24/7. But assignments are due at specific times.

Q: What are the course requirements?

A: You will have a syllabus at the beginning of each course which includes all assignments and due dates.

Q: How can we consult with the instructor?

A: You can consult with the instructor of any course at any time. You will have the e-mail address for every instructor you have in class throughout the program.

Q: How many hours of study per week can a typical student expect?

A: We plan for approximately 15 hours of work each week. Some courses require more for some students and some less. It depends on your previous experience and your comfort with the particular course material.

Q: Do students draw from their current client load experience during these courses?

A: You will draw on your area of practice and expertise in the application of most courses. Many students indicate that they begin immediately using what they are learning in the courses for their practice.

Q: Is there variability in courses? Are some easier than others?

A: Courses vary with the student's interests or talents.



Frequently Asked Questions (continued)

Q: Will you be giving feedback to the students about their progress, and any recommendation regarding assignments and other course requirements?

A: Groups of 12 students work together and have a facilitator (like a teaching assistant). You will get feedback and have office hours, etc. directly with your facilitator. The instructor has office hours and *Meet the Professor* chats every week and is available to answer any questions during the course.

Q: Are grades for assignments given back immediately?

A: Feedback is given as rapidly as possible. Because courses are 6 weeks, we have a responsibility to give you feedback rapidly so that you can use it for the next assignment.

Q: How will the course be graded? Will there be weekly tests and assignments?

A: The grading depends on the course. Most courses have weekly discussion questions, assignments, and a quiz that help you gauge your grasp of the lessons.

Q: How long do I have to complete the program if I'm not able to do so in 22 months?

A: You have 5 years to complete the program.

Q: What is the success rate of this program?

A: Close to 100% of students successfully complete the program.

Hours

Q: Are there specific hours?

A: Each class has a *Meet the Professor* time each week (like office hours) when the instructor for the course is available to you in synchronous (“real”) time. Each group of 12 students has a facilitator (like a teaching assistant) that has office hours like this chat.

Q: In Chats, having the choice of nights would be great...do we have that flexibility?

A: Office hours are schedule by the instructor and facilitator. The course is available to you at all times, but again assignments are due at specific times.



Frequently Asked Questions (continued)

My First Class

Q: This is my first experience on-line. Do I need proficiency on the computer? How much do I need to know about a computer?

A: It helps to be comfortable with the computer, but many students are not very computer savvy when they begin; however, you will rapidly get comfortable!

Technology

Q: Will I need to install the BU proxy server for library access? Also what campus should I choose?

A: We will help you with all the specifics when you begin the program. There is a library tutorial that walks you through this.

Q: Are there any lectures on-line?

A: The lessons are written lectures. But you are interactive with the material. You will be given readings and assignments to be completed 'off-line' too.

Visiting BU

Q: Can I visit BU anytime?

A: You can visit BU anytime! We are very happy to meet with you.



Helpful Hints: Tips from Faculty, Your Facilitators & Program Manager

Quoting your faculty and facilitators....

- **VERY IMPORTANT:** Thoroughly review the requirements for each course including when things are due. Since you do not actually go to a 'class' in a brick and mortar structure it is easy to lose track of what assignment is due at what time.
- Participating on the discussion board and *Meet the Professor* chats are a critical element to fostering a sense of belonging to an on-line “community” of students. Since most communication is asynchronous (takes place over time rather than at the same time), board postings help to create that sense of community.
- When answering questions, remember to read carefully and answer the question directly. It is always helpful to answer by restating the question. For example - Why are a client's cultural views important to consider when engaging them in therapy? Answer: Client's cultural views are important because...
- Label your files in a consistent way containing first name + last name + assignment name. This will assist your facilitator as he or she keeps track of them.
- Use IMPATICA to upload your large PowerPoint files! It saves a lot of time!
- Go to the following website to send very large documents: www.yousendit.com
- If you print lessons from the course, remember that you can't print the interactive media exercises.



Microsoft Word and PowerPoint Skills Checklist

These are functions in Word and PowerPoint that you will want to become familiar with prior to starting your course work. We have identified the function and under what menu you can find the item below:

| Menu | Function |
|---------------|---|
| File | Print Preview |
| Edit | Find Find & Replace |
| View | Header and Footer Markup/Comments |
| Insert | Break Page Symbol |
| Format | Font (and on tool bar) Paragraph - Indent, including hanging indent - Line spacing Bullets and numbering Borders and shading |
| Tools | Language - Thesaurus |
| Table | Insert - table - rows - columns Delete - rows - columns Autoformat Heading rows repeat |



Quoting Your Program Manager...

- Do not use the pound sign in the assignment title when sending assignments. # signs in the subject line generates error messages. e.g. “LL Entries and Summary 2” rather than “LL Entries and Summary #2”.

Students have found that email addresses that contain too many numbers and random letters can be considered spam.

- Remember -email etiquette...

Keep a professional tone; you are in an academic setting.

Address the person you are e-mailing by name before asking your question or sending your reply. Sign off on your e-mail so that the person you are emailing does not need to decipher who the e-mail is from.



A Burning Question: Who to Contact First?

Contact the Program Manager

If in doubt about anything, e.g., procedures, registration, textbooks, graduation, etc.

Contact your Facilitator

Always contact your facilitator first regarding questions related to a course such as assignments, due dates, assignment extensions (cc message to instructor) and any emergencies (cc message to instructor).

Grading decisions are made by both your facilitator and the instructor.

Contact your Instructor

Your instructor is always available to you. Please contact her through e-mail and the weekly *Meet the Professor* chats.

Contact the Program Director

Questions related to the program, e.g., any changes to your program schedule such as time extensions.

Contact your fellow students

For mutual support.

Contact Technical Support

To receive technical assistance online or by phone: <http://www.otdegree.com/help>
Phone: 1 (866) 606-1705 ext. 1 (LIVE 24/7)



On-line Communication Skills

Effective communication skills are important to your successful participation in our on-line community.

Here are some quick tips on writing clearly:

- Keep your sentences short. Watch for run-on sentences that don't provide breaks between ideas.
- Keep your paragraphs short-no more than 4-5 sentences or lines of text.
- Use the spell-check and grammar features of your word processing program to help catch careless errors.

Here are quick tips that you might use in a discussion board:

- When you think you are finished composing a response, wait a few minutes. Then read your posting out loud before you submit it. Fix any awkward or unclear spots before you post the final version.
- Use white space to make your posting more readable. For example, use two hard returns to separate paragraphs or parts of your response.

(Adapted from: Distance education student primer: Skills for being a successful online learner.

Retrieved on July 1, 2006, from

http://www.ittraining.iu.edu/workshops/deguide/de_student_primer.pdf

Writing Resources

Here are some useful writing resources:

1. Website: <http://www.utoronto.ca/writing/advise.html>
2. Book: "Quick Access Reference for Writers" by Lynn Quitman Troyka (2000, Simon Schuster. ISBN 0-13- 021492-2)
3. Web site: <http://www.prenticehall.ca/troyka> (the website is a companion with templates for essays etc.)
4. A computer program on a CD called: Take Note! at <http://www.prenhall.com/english>
5. See also: [<http://www.academixsoft.com/>]www.academixsoft.com
6. The website at <http://www.uvic.ca/> has all the forms/ templates for essay outlines.
7. A great site offered by Wadsworth: <http://insite.wadsworth.com/>
8. Book: "The Everyday Writer (3rd ed.)" by Lunsford (2005, Bedford St. Martins, ISBN 0-312- 41328-9)



APA Style: A Quick Reference

Expression of Ideas

- Present ideas in an orderly fashion.
- The aim is clear, concise, and logical communication.
- Avoid “jargon.” Use familiar terms, rather than fancy ones (i.e., use “poverty” instead of “monetarily felt scarcity”).
- Watch your choice of words. Make sure every word you write means exactly what you intended it to mean.

Avoid Biased Language

- Be sensitive to labels.
- Avoid language that equates persons with their condition.
- Respect people’s preferences. Call people what they prefer to be called.
- Use “person first” language when referring to people with disabilities.
 - For example, do not say “the autistic child.” Say “child with autism.”

Citation of Sources

- APA style requires two elements for citing outside sources: parenthetical (in-text) references, and a references list. Together, these elements allow your reader access to the sources you consulted.
- For the system to function, all authors cited in the text must appear in the references list, and all authors listed must have been cited in the text.

IN-TEXT REFERENCE

The APA style calls for three kinds of information to be included in in-text citations. The author's last name and the work's date of publication must always appear. The page number is only in a citation to a direct quotation.

Placement

Place citations within sentences and paragraphs so that it is clear which material has come from which sources.

Example: Smith (1990) found that positioning influences ventilation. In her quasi-experimental study of 20 ICU patients, she used two methods to. . . However, her findings did not support the work of Kline (1987) and Ackers (1989) who used much larger samples to demonstrate that. . .

Two or more authors

When a work has a single author or two authors, cite their names and the date of publication whenever you refer to their work in the text. (Exception: Within a given paragraph, do not include the date after the initial citation unless you are citing other publications elsewhere in your paper by the same author(s).)



APA Style: A Quick Reference (continued)

Join two co-authors in the text with the word "and", but within parentheses use an ampersand (&).

When citing co-author groups of three to five authors, cite all names and the date in the initial citation, but only the first author followed by "et al." and the date in subsequent citations.

For co-author groups of six or more authors, cite in the text only the surname of the first author followed by et al. and the date. If two or more six-author groups shorten to the same surname, cite the surnames of as many subsequent authors as needed to distinguish references.

Punctuation

When an author-date citation appears at the end of a sentence, place the period after the parentheses. When an author-date citation appears mid-sentence, punctuation depends on the context.

Secondary Sources

Indicate in the text when you are citing from a secondary source in one of the following ways: Place both authors in the same citation at the end of the sentence: (Smith, 1976, cited in Carrington, 1989); or cite them separately within the sentence: Smith (1976) formulated a theory about deviant behavior (cited in Carrington, 1989).

Quotations

A page number always immediately follows a quotation, even when the author and date precede it: Lu (1990) found that "several hypotheses were partially supported" (p. 48).

REFERENCE LIST

Journal article

Bibace, A., & Walsh, P. (1984). Piaget revisited. *Journal of Social Issues*, 37, 618-625.

- Note that only first word of title is capitalized and journal is italicized.

Whole Book

Dorn, L. R., & Ryerson, D. (1984). *Elements of a healthy childhood* (2nd ed.). New York: Macmillan.



APA Style: A Quick Reference (continued)

REFERENCE LIST (continued)

Article or chapter in edited book

Eiser, S., Redpath, A., & Rogers, N. (1987). Outcomes of early parenting: Knowns and unknowns. In A. P. Kern & L. S. Maze (Eds.), *Logical thinking in children* (pp. 58-87). New York: Springer.

Document on Internet

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/> .

- In general, give the author, year (or n.d. for no date if there is no publication date), followed by the title of the document (all as in a journal article), and then the web address. The above example has no author, so the title is put before the date.

Handout created by Gael Orsmond and adapted from University of Wisconsin-Madison Writing Center Writer's Handbook. 1/05



Library Guide: Accessing Electronic Databases and Articles

To Access the BU Mugar Library from a distance through EZ Proxy:

1. Go to: <http://www.bu.edu/library/ezproxy>

You will see this screen:

Boston University Libraries
ask@bu.edu

EZproxy Portal
for BU Charles River Campus Libraries

Mugar Memorial
African Studies
Astronomy
Communications
Educational Resources
Management
Music
Science & Engineering
Archives
Law
Medical
Theology

catalog

CLICK HERE TO USE EZPROXY

You will be asked to login with your BU username and kerberos password, then taken to the main BU Library web page.

This page is an EZproxy Portal which allows most members of the Boston University Community using off-campus computers to access Boston University Library e-journals and other e-resources without having to configure a VPN or any proxy settings in their browser.

To use EZproxy:
Just click the link above which will direct you to a web login page useable by anyone in the Boston University Charles River Campus (CRC) community. Just enter your BU login name, and your kerberos password, and you will be taken directly to the Main BU Library website with EZproxy running in the background.

2. Click on the text in the middle of the page: “Click here to use EZProxy”
3. You will be prompted to enter your BU login ID and your Kerberos password.
4. You will be taken to the library home page, where you will begin your search:
See the screen shot on the next page



Library Guide: Accessing Electronic Databases and Articles (continued)

The screenshot shows the Boston University Libraries website. At the top left is the logo. The main header reads "Boston University Libraries" with the email "ask@bu.edu" below it. The page is organized into several columns:

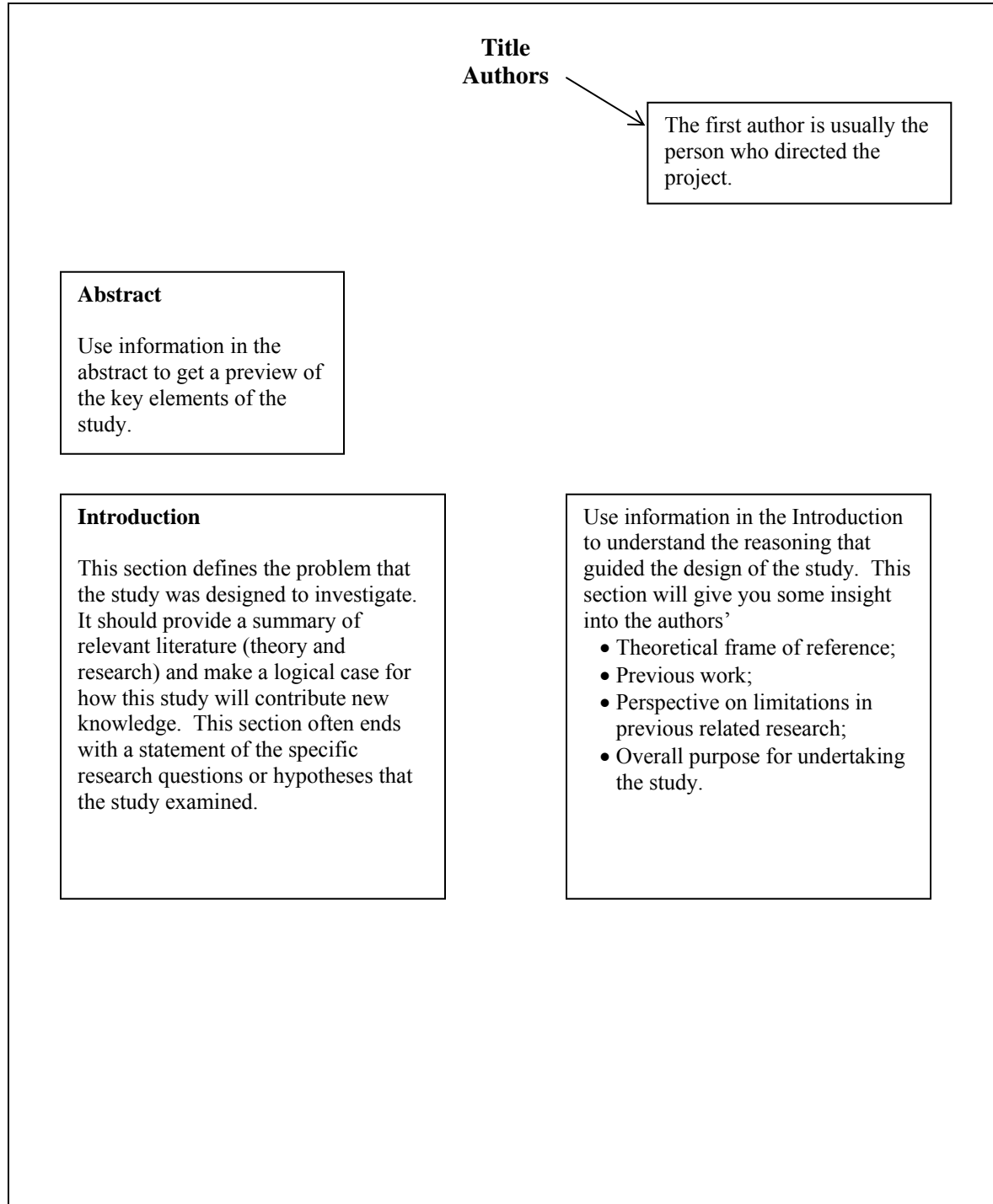
- Research Tools:** Research Guides, eResources by Subject, Indexes & Databases, eJournals A-Z, Reference Shelf, Library Catalogs.
- Services:** Circulation, Reference, Reserve, Collections, Interlibrary Loan, Classes & Tutorials.
- About:** General Info, Hours, Map, Departments & Staff.
- Special Collections:** Mugar Memorial, African Studies, Astronomy, Communications, Educational Resources, Management, Music, Science & Engineering, Archives, Law, Medical, Theology.
- Search:** A search box with a dropdown menu for "Title/Journal" and a "GO" button.
- News & Announcements:** Selected Source of the Week (searching across multiple disciplines - art, political science, education, criminal justice, etc....), Spring Break (to consult electronic resources from home, see instructions for connecting AND see the new catalog after its extreme makeover).
- How To ...:** Connect to eResources, Renew Your Books, Request a Book or Article We Don't Own, Review Your Borrowing Record, Suggest a Purchase.
- Contact:** ASK A LIBRARIAN (Phone|Chat|Email).

Note: You will not have to configure your proxy settings to use EZProxy. You will still have to use the Sargent login information to access OVID/Medline.

For more tips on searching the library databases, be sure to review the library tutorial on your course platform.



Looking at the Evidence: A brief guide to finding information in a research article





Looking at the Evidence: A brief guide to finding information in a research article (continued)

Method

This section gives you the details of how the study was conducted. It is generally subdivided into the following sections:

Subjects: Who the participants were.

Instruments: What tools or tests were used to gather the data. This section should explain the type of instrument and provide information justifying its use (e.g., reliability and validity information).

Procedures: How the data were gathered. This section should describe such things as who collected the data, what training was provided to the data collectors, what steps/processes were followed in carrying out the study, etc.

Data Analysis: What methods were used to analyze the data? This section provides an overview of the statistical analysis methods used to address each research question or hypothesis.

The information in the Method section is the main focus of your appraisal. This information will be used to examine the internal and external validity of the study.

Results

This section reports the results of the analyses conducted to answer the research questions. Only some of these results are reported in the text of the section; many results may be reported in tables or figures.

Although this section is not typically subdivided, the results should be presented in a logical sequence, for example in the order the research questions were presented in the Introduction.

Tables and Figures

Table 1 is typically a summary of subject characteristics including age, gender distribution, race/ethnicity, clinical diagnoses, service setting, etc. These details help you determine how similar the people in the study are to your clinical population (i.e. whether the results can be generalized).

Other tables may present descriptive statistics on the key measures (Means, SDs, ranges of scores) or the results of the analyses performed to address the research questions.



Looking at the Evidence: A brief guide to finding information in a research article (continued)

Discussion

This section presents the authors' interpretation of the meaning of the results. They should relate this interpretation both to the original research questions and to the larger area of study discussed in the Introduction.

The authors also should address limitations of their study and suggest directions for further work in this area.

The Discussion section can help you understand the results, but you should also formulate your own conclusions about their meaning. You may also identify additional limitations to the study that are not discussed by the authors.

References

References identify the sources used to guide the study, the reference list. This list can be a good source of additional articles on the same topic that you may not have located through your database searches.

You will encounter two different reference formats in the research literature: Medical and APA. The APA format (which this program uses) cites authors and dates in the text and lists all references alphabetically by author at the end. The medical format uses superscripts (small numbers) to identify sources in the text. References are listed in this order (i.e. the order of citation) at the end.



Statistics Basics: What you really need to know about statistics

A. Measures of Central Tendency

Measures of central tendency are measures of the “average” or “most typical”, and are the most widely used statistical description of data. Measures of central tendency include:

1. Mean – the arithmetic average – the mean of a set of observations is simply their sum, divided by the number of observations.
2. Median – the median is the 50th percentile of a distribution – the point below which half of the observations fall
3. Mode – the mode is the most frequently occurring observation – the most popular score of a class of scores.

B. Measures of Variability or Dispersion

Measures of variability reflect the degree of spread or dispersion that characterizes a group of scores and the degree to which a set of scores differs from some measure of central tendency.

1. Range – the range is the difference between the highest and lowest scores in a distribution.
2. Standard deviation (SD) – the standard deviation is the most commonly used measure of variability. The standard deviation is the average amount that each of the individual scores varies from the mean of the set of scores.

C. The most commonly used statistical procedures

1. Chi-square (χ^2): a statistic that can be used to analyze nominal (categorical) data. It compares the observed frequency of a particular category to the expected frequency of that category.

Example: Is left-handedness more common among architects than accountants? (handedness & profession are both nominal data)

Result is written as: χ^2 (df) = 289.3, $p < .05$

Result is reported as: A chi-square analysis found that left-handedness occurred significantly more frequently among architects than among accountants (χ^2 (150) = 289.3, $p < .05$).



Statistics Basics: What you really need to know about statistics (continued)

2. t-test: a statistical analysis that is used to compare the means of two groups.

Example: Do left and right-handers differ in speed of writing?

Result is written as: $t(df) = 3.86, p < .05$.

Result is reported as: The mean speed of writing in the two groups was compared with a t-test and found to be significantly different ($t(df) = 3.86, p < .05$).

Note: you must look at the descriptive statistics (means) to tell which group had the higher score.

3. Analysis of variance (ANOVA): a more complex statistical procedure that can be used to compare more than two groups on a dependent variable. It can also be used when the design has more than one independent variable, or when repeated measures are taken on a group. (There are different “types” of ANOVA).

Example: Does weekly participation in an occupation-focused group result in significantly increased community participation by frail elders compared to a social group or no intervention at all?

IV = Intervention/group; DV = Community Participation score

Result is written as: $F(df, df) = 9.82, p < .01$.

Result is reported as: Differences in community participation were examined using analysis of variance. There was a significant difference between groups ($F(df, df) = 9.82, p < .01$).

Note: The "F" value only tells you that there is a difference between groups. It does not necessarily mean that each pair-wise comparison between groups will be significant. You will need to look at the means (and sometimes conduct further tests, referred to as post-hoc analyses) to determine which groups performed significantly higher (or lower) than the others.

4. Correlation: A measure of the extent to which two variables tend to change together; i.e. a measure of the degree of association between them. Since correlational designs do not involve manipulation, they do not have an IV or DV.

An "r" may vary between -1.0 and +1.0:

negative correlation = as one measure increases, the other decreases; e.g., air temperature and amount of clothing worn are negatively correlated.

positive correlation = the measures tend to increase or decrease together; e.g., age and height are positively correlated (through childhood)



Statistics Basics: What you really need to know about statistics (continued)

Result is written as: $r = .42, p < .05$.

Result is reported as: The two tests of hand function were only moderately correlated

($r = .42, p < .05$), suggesting that they do not measure the exact same skills.

Note: Correlations are particularly sensitive to variations in sample size. When interpreting a correlation, the size of the correlation should be considered as well, not just the “p” level. When samples are in the hundreds, even a correlation of $r = .10$ may be “significant”. However $r = .10$ is still quite small, and an association of this magnitude may not have particular “real life” value.

5. Regression: Regression is a type of analysis in which one or more variables are used to try to predict (statistically) levels of another variable. There are several different types of regression, but they all have essentially the same goal of prediction.

Example: In a set of variables that includes age, measures of mobility limitation, general health, and a measure of self-efficacy (IV’s), which variables best predict an elderly person’s degree of social involvement (DV)?

Results are written in a variety of ways, depending on the study. One general approach is to report the overall amount of variance “accounted for” (predicted) by the regression model, e.g. $R^2 = .27$, and to provide additional statistics (referred to as Beta-weights) for individual predictors in a table.

Result is reported as: Only general health and self-efficacy were significant predictors, accounting for 27% of the variance in social involvement.

Note: A “significant” regression analysis only tells you that the set of selected variables can statistically predict an individual’s score on the outcome variable (DV) to some degree better than chance. The closer the R^2 is to 1, the better the prediction (so in the example above, the prediction wasn’t terrific). It does not tell you (1) that there is a causal relationship between the IV’s (predictors) and DV (outcome); (2) that variables that were not “significant” had no relation to the DV – just that the variables selected could create a good (statistical) predictive model without them.



Statistics Basics: What you really need to know about statistics (continued)

D. Further notes on the interpretation of statistical results

Degrees of freedom: the (df) in parentheses following χ^2 , t, or F reflect the size of your sample and the number of variables in your analyses. Each statistical test has a formula for calculating the appropriate degrees of freedom (e.g. for t, $df = n - 2$). The df are important because they determine the "p-level" of a given value obtained for χ^2 , t, or F (using tables found in the back of all statistics texts).

Example: Using the appropriate formula, I calculated $t = 2.20$. When I look this number up in the table, I find that if my df were 10, this result would not be significant at $p < .05$. However, if I had a large sample and my $df = 30$, the result would be significant.

A note on "p": As seen above, all of these statistical analyses yield a "p level". The "p" is a measure of the probability that the particular result obtained could have occurred by chance. Some examples of the correct way to interpret " $p < .05$ " are:

- a). There is less than a 5% likelihood that a difference of this size between the means of the two groups occurred by chance (i.e. because of random events or by fluke, rather than due to the effect you are examining).
- b). There is less than a 5% likelihood that a correlation of this size would have occurred by chance (i.e. occurred randomly, rather than because there is some solid or true basis for the association).

E. Checking interpretations for accuracy

1. When interpreting statistical results in a research report, it is not appropriate to say that statistically significant results prove a hypothesis was correct or prove that two groups were really different. "Statistically significant" results mean that the results that are "not very likely" to be due to chance alone (but there is always a small chance that one could be wrong...). Significant results "lend support" to a hypothesis, or "provide evidence" that a hypothesis may be correct, but (except in very extraordinary circumstances) a single study never proves anything.

2. When interpreting results from a study that uses "t" or "ANOVA", you cannot assume that simply because groups are being compared that this is a true experimental design from which causal implications can be drawn. The study design must meet other requirements (e.g., random selection and assignment to groups) in order for causal interpretations to be appropriate.



Statistics Basics: What you really need to know about statistics (continued)

2. Correlational designs do not establish causality, so interpretations of “ r ” should not use language that implies a causal relation between the two variables, regardless of what the author’s favorite theory suggests. A "statistically significant" correlation means that the variables change together in a predictable way more than would be likely because of chance (but there is always a small possibility that one could be wrong...). A significant correlation does not demonstrate “the effect of A on B” or the “impact of intensity of treatment A on functional assessment score B”. Similarly, results of regression analyses (which are a variation of correlational design) show “the extent to which variance in outcome A can be predicted by cognitive status measure B”, NOT “the effect of cognitive status on outcome”.



Boston University – Important Contacts

Boston University Student Link – This is your link to your records at Boston University. You will be able to register for your courses through the Link, view your grades, pay your tuition, and more. <http://www.bu.edu/studentlink>

Boston University Student Accounting Services

Phone: (617) 353-2264

Web: <http://www.bu.edu/comp/saweb/>

Payment Mailing Address: Student Accounting Services
Post Office Box 55163
Boston, MA 02205-5163

Email: studenta@bu.edu

Students can view up-to-date information about their student account on the **Student Link** at www.bu.edu/studentlink.

Boston University Office of the University Registrar - maintains student records; issues transcripts; verifies attendance; issues diplomas; produces the class schedule; supervises registration and Veterans Affairs; and records grades.

Phone: (617) 353-3612

Web: <http://www.bu.edu/reg/>

Email: registrar@bu.edu

Boston University Veteran's Benefit:

Phone: (617) 353-3678

Sargent College Office of Graduate Financial Aid (Student Loans):

Janet Turner: (617) 353-7477

Jmt98@bu.edu

Boston University Bookstore: Barnes and Noble at Boston University

Phone: (617) 236-7433

To purchase your textbooks online: <http://www.campusstores.com/bu/index.asp>

- You need to select SAR as your “department”
- You need to have your course number handy to order your books
- Your “section” will be OL or OT
-

Embanet Toll Free Technical Support

Phone: 1 (866) 606-1705 ext. 1 (LIVE 24/7)

To receive technical assistance online or by phone: <http://www.otdegree.com/help>



OT/Sargent College Staff Contacts

| | |
|--|---|
| Chair, Department of Occupational Therapy & Rehabilitation Counseling | Wendy Coster Phone: (617) 353-7518 Email: wjcoster@bu.edu |
| On-line MS Program Director: | Karen Jacobs Phone: (617)353-7516 Email: kjacobs@bu.edu |
| On-line MS Program Manager: | Kim Gill Phone: 1-866-232-0232 x3294 Fax: 1-866-724-5708 Email: kim@embanet.com |
| Sargent College Dir. of Distance Education: | Robyn Martin Phone: (617) 353-6872 Email: ramartin@bu.edu |
| Sargent College Dir. of Student Services: | Sharon Sankey Phone: (617) 353-4652 Email: ssankey@bu.edu |
| Sargent College Graduate Financial Aid Officer: | Janet Turner Phone:(617) 353-7477 Email: jmt98@bu.edu |

Web log

We have set up a mechanism for current students and alumni of the Boston University's Master of Science in occupational therapy to stay in touch, to stay current, to remain knowledgeable, to offer support, and to generate dialogue. The format is a web log or more commonly called, a "blog". Our blog is located at:

<http://bu-occupationaltherapy.blogspot.com/>



Making Tuition Payments

To pay by Personal Check, Money Order or Traveler's Check, please use the following information:

- Please make checks payable to Boston University, in U.S. dollars.
- Be sure to include your name and University identification number on the front of each check. We regret that postdated checks cannot be accepted.
- We encourage you to mail all payments to the post office (P.O.) box number listed on your invoice.

Please note: If you choose to send payments by an overnight delivery service, please use our postal address: Student Accounting Services, 881 Commonwealth Avenue, Boston, MA 02215. Overnight delivery to the P.O. Box number or any other address, may delay your payment.

Deferred Payment Plans (Part-time Students)

Online students are considered part-time students; therefore you have the option of settling your account by enrolling in one of two deferred payment plans. These payment plans are administered by Boston University and enrollment is available on-line at:

<http://www.bu.edu/comp/saweb/payplans.html#PART>

For enrollment in the plan, an initial payment, and a completed on-line promissory note are due by the semester payment deadline listed below. This initial payment includes any prior balance, 25 percent of the current semester tuition, a \$25 Deferred Payment Fee, as well as any additional semester fees.

Deferred Payment Plan Enrollment Deadlines:

Fall Semester: August 17

Spring Semester: December 14

Summer Session 1: May 17

Summer Session 2: July 5

Deferred Payment Option 1 applies to ONLINE: Three equal payments of 25 percent of tuition.

Deferred Payment Dates for Fall Semester:

October 10

November 10

December 10

Deferred Payment Dates for Spring Semester:

February 10

March 10

April 10



Ergonomics

Ergonomics is the “science of work; of the people who do it and the ways it is done; the tools and equipment they use, the places they work in, and the psychosocial aspects of the working situation” (Pheasant, 1998).

Ideally, you should set up your computer using ergonomic principles. Please use the evaluation checklist to incorporate ergonomic principles into your workstation.

Evaluation Checklist

Desk/Workstation

1. Do you have enough room on your work surface for all your computer accessories?
2. Is your desk surface deep enough to provide at least 18 between your eyes & the computer screen?
3. Are your most frequently accessed items (e.g., phone, manuals, etc.) easy to reach?
4. If your desk has a fixed height, is the keyboard tray adjustable in height and angle?
5. Have you removed all under-desk obstructions?
6. Do you have a document holder to hold paper for prolonged computer inputting?
7. Do your arms rest on, or contact any sharp or square edges on your work surfaces?
8. If a large percentage of your time involves using a phone do you use a phone headset?
9. Is your source light out of your line of sight?

Chair

1. Is your chair height adjustable?
2. Is your chair back adjustable up and down?
3. Is your chair back contoured to support the lower back?
4. Is your backrest large enough to support your entire back, but not interfere with the use of your arms?
5. Is your lumbar support a minimum of 12” wide?
6. Is there room (2-4”) between the front edge of the seat pan and the back of your knees?
7. If your feet so not rest flat on the floor when your chair is properly adjusted, do you use a footrest?
8. Is the top of your footrest covered with a non-skid material to reduce slippage?
9. Do your chair arms interfere with you getting close to your work?
10. Do your chair arms allow you to sit with your shoulders relaxed and not elevated?
11. Does your chair have removable armrests?



12. Is the distance between your arm rests adjustable?
13. Are your knees bent forming approximately a 90° or great angle?
14. Does the chair have a stable base supported by five legs with casters?

Monitor

1. Is the viewing distance to your computer monitor somewhere between 18” to 30”?
2. Is the top of your computer screen at or just below eye level?
3. If you wear bifocals or trifocals, can you see the computer monitor without having to tilt your head back to read the screen or other items in your work area?
4. Is your computer monitor free of glare or reflections?
5. Is the monitor screen clean?
6. Is character size easy to read?
7. Do you have blinds on the windows near your computer?
8. Do you use a glare screen to reduce glare on your monitor?

Keyboard

1. With your chair adjusted properly, is your work surface at approximately elbow level?
2. Are your shoulders relaxed and not elevated when you work at your work surface?
3. Is the height of your keyboard low enough so your arms are relaxed at your side?
4. When you address your work surface to type or write, is there approximately a 90° angle between your forearms and upper arms and are your elbows close to your body?
5. When you address your work surface to type, are your wrists in line with your forearms and not bent upwards, downwards, or side-to-side?
6. Do you have a wrist rest to support your wrists in a straight and neutral position?

Mouse, Trackball, or Other Input Device

1. Is your mouse, trackball, or other input device (i.e. touchpad, etc.) located directly in your immediate reach zone?
2. Is your mouse or trackball positioned next to your keyboard?
3. Is your mouse or trackball placed together with your keyboard on an adjustable work surface or tray?
4. Is your mouse work surface stable?
5. Is the mouse or trackball at the same level as your keyboard?

Work Habits

1. Do you take short and frequent breaks every 20-30 minutes?
2. Do you frequently change body positions while working?
3. Do you provide your eyes with vision breaks every half hour?
4. Are you free from experiencing any pain or discomfort while working?

(Evaluation checklist. Retrieved on July 1, 2006, from <http://www.cdc.gov/od/ohs/PDFFILES/checkeval.pdf>)



Ergonomics for the Laptop Computer Workstation

If you are using a laptop computer, please consider the following recommendations:

1. Raise your entire computer so that top 1/3 of the monitor screen is at or slightly below your eye level
2. Position your computer monitor so it is directly in front of you at an arms length away & perpendicular to the window
3. Use a separate keyboard
4. Use an external mouse and keep it close to the separate keyboard
5. Keep your wrists flat
6. Keep your arms and elbows close to your body
7. Sit back and slightly recline in your chair
8. The angle of your knees should be greater than 90° with feet in front of you
9. Keep your feet flat on the floor or on a footrest
10. Use a document holder that is attached to the side of or in front of monitor
11. Follow the “20/20/20 rule”: Take a rest break every 20 minutes, for 20 seconds and look at least 20 feet away from the monitor. Use *Stretch Break for Kids* at <http://people.bu.edu/kjacobs/>
12. Use a headset if you are using a mobile phone while computing