CAP Submission Toolkit

Step 1. Get the required materials.

Download the CAP Worksheet and CAP Guidelines for Evidence Exchange from the OASIS Submission Site.

Critically Appraised Papers (CAPs) are at-a-glance summaries of the findings and methods of selected individual articles. Readers, including practitioners, researchers, students, and educators, turn to CAPs for a detailed critical appraisal of an individual research study. The CAP Guidelines provide a step-by-step description of each part of the critical appraisal process and specific instructions and guidance for completing the CAP Worksheet. The CAP Worksheet is the form CAP developers fill out for submission to the Evidence Exchange.


This PowerPoint complements the CAP Guidelines and provides supplemental information and helpful tips for completing a CAP. For those interested in additional information about research statistics, terminology, and interpretation of research studies, please review the additional power point Research Statistics 101.

Step 3. Choose an article for review.

Choose an appropriate article based on the following Evidence Exchange criteria:

- The article is an original quantitative research/study that describes an intervention within the scope of occupational therapy practice.
- The article was published in a peer-reviewed journal within 10 years of date of submission.
- The article is Level I (limited to randomized controlled trials), II, or III evidence. Only intervention studies will be considered. CAPs submitted on systematic reviews, assessment tools and measures, meta-analyses, descriptive studies, single-subject design, case reports, or expert opinions will not be accepted into the Evidence Exchange.
- The CAP cannot not duplicate an article currently included in the Evidence Exchange. Additionally, more than one student from the same academic program cannot submit a CAP on the same article. To confirm that a CAP has not been previously published on your article of interest, check the Accepted CAPs list.

Tips for choosing an article in a priority research area:

- Keep in mind that intervention-based occupational therapy research should be focused on client-centered and occupation-based services that promote meaningful engagement in everyday life.
- Consider topics that are not already comprehensively covered in the Evidence Exchange. If sufficient evidence is available in a given core area, this area might not be the best choice for a CAP unless it adds new scope to the current body of knowledge. There are numerous CAPs published in the Evidence Exchange on the following topics:
  - Constraint-induced movement therapy
o Autism spectrum disorder,
o Early intervention/early childhood,
o Falls prevention, and
o Alzheimer’s disease and related dementias.

- Consider topics from the Research Opportunities Tables that are listed as “Area for Future Research”

**Step 4.** Read the article for the first time.

Reading the article carefully is the most important part of the critical appraisal process. Read the article once for an overview of the background, methods, results, and conclusions. This first read provides a snapshot of the article, along with ideas for critical appraisal.

**Step 5.** The second review and critical appraisal of the article.

The critical appraisal process begins more formally during the second review of the article. At this step, it is important to read the article together with the CAP worksheet and CAP guidelines. This will make it easier to extract and summarize information from the article. Having read the article previously makes it quicker and simpler to go through the CAP worksheet systematically, following the style format of the American Psychological Association (APA).

**Step 6.** Develop and write the “Clinical Bottom Line” section of the CAP worksheet.

After the critical appraisal process is complete, the last step is considering the implications of the results of the article for clinical practice, education, research, and program development. The section “Clinical Bottom Line” asks the question, “What are the possibilities for this evidence?”

As discussed in the CAP guidelines, this section should include a brief description of the intervention and discussion of how the evidence can be used to inform and guide occupational therapy practice (i.e., within the scope of traditional or emerging practice) AND how practitioners can use the evidence relative to the target population and practice setting. Implications need to be reported in consideration of the strength of the evidence (e.g., type of study design, level of evidence, identified study limitations, biases). Include implications identified by the author and any additional implication that you judge to be appropriate (applicable) for practice, education, or research. Whenever feasible, provide clear and concrete recommendations as to how the evidence may be implemented. Please keep in mind that you are reviewing only one article and that implications should reflect only this single study.

**Developing Partnerships for CAP Submissions**

Although some participants submit CAPs independently, others do so as part of a group. Some form student–faculty partnerships and others have faculty–clinician partnerships. Any partnership that enriches and informs clinical practice is highly encouraged.

Because the CAP submission will be published on the Evidence Exchange, expectations may be higher than those for a typical student project. If you are a student submitting a CAP, a faculty
advisor must provide support throughout the CAP development process, including reviewing all CAPs prior to submission. It is up to the faculty advisor to determine if the CAP submission process is to be included in student grading, or is to be considered separately. It is often not appropriate for an entire class assignment to be submitted as CAPs. Only high-quality CAPs that have been completed with support of a faculty advisor should be submitted to the Evidence Exchange.

Some highlights of different types of partnerships include:

**Student–faculty partnership**
- Students are aware of the criteria established and required for participation in the Evidence Exchange, such as meetings, required reading, required writing, and editing.
- Students and faculty come to a consensus about the process and format for developing the CAP, such as steps to be followed and the role of the faculty member in the final decision-making process.
- One of the challenges of student–faculty partnerships is getting the CAP to meet the requirements for submission to the Evidence Exchange. Although students have a great deal of experience with the critical appraisal process, they may have limited clinical expertise and often struggle with the “Clinical Bottom Line” section. In many cases, faculty members must decide when further revisions by students are no longer productive to meet quality standards for the Evidence Exchange. The number of drafts may be decided upon before the partnership begins, or it may be determined as the process moves forward.
- Timeline considerations: If CAPs are being completed as course-related projects, please consider developing and submitting a CAP based on the submission timeline. For example, if a submission date occurs on May 1, the assignment could be designed for a course offered in the spring. This would allow ample time for the student to go through the process, the faculty member to offer feedback on form and content, and the student to complete edits prior to submitting the work to the Evidence Exchange. CAPs that are conditionally accepted will be returned to submitters with the expectations that revisions will be addressed and returned based on reviewer feedback. CAPs that have not been revised and resubmitted will not be accepted for inclusion in the Evidence Exchange. View the current timeline.

**Faculty–clinician partnership**
- The process and requirements for participation are explained to the clinician, such as meetings, reading, writing, and editing.
- The clinician and faculty come to a consensus about the process and format for developing the CAP.
- Clinicians and faculty can work together to choose an article that will help to inform the clinician’s practice.
- Refer to the Evidence Exchange Timeline for information about CAP submission deadlines.