Carroll University  
Master of Occupational Therapy Program  
OTH 650 Research I—Evidence-Based Practice  
Fall 2017

**Course Offering**  
4 Credit Hours

**Prerequisites**  
Admission to the MOT Program

**Format**  
Lecture/Blended Learning

**Class Day/Time**  
W 2:00-4:00, R 12:30-1:30

**Class Location**  
CGS 119

**Faculty**  
Dr. Lani R. Stockwell OTD, MSOT, OTR/L

**Office**  
Charles House 102

**Office Hours**  
Thursdays @ 11:30 – 12:30 CGS117 or by appointment

**Phone**  
(262)951-3052

**Email**  
lstockwe@carrollu.edu

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**Course Description**
Focus will be on the development of proficiency in the methodology and interpretation of research literature in order to make informed and sound clinical decisions. Students will learn how to locate, select, and appraise research literature both outside of, and relevant to the practice of occupational therapy. Students will learn how to determine the validity and rigor, relevance, and implications of research findings as pertinent to practice populations, client factors, and/or individual clients based on their needs. Students will write a Critically Appraised Topic (CAT) generated from a real-world clinical question, and based on the P.I.C.O Model for Clinical Questions. Students will compare current practice through application of results of inquiry and evaluation of outcomes. Students will prepare their CAT for submission to the Occupational Therapy Critically Appraised Topics (OTCATS) database.

**Course Rationale**
Occupational therapy practitioners must define best practice as a strategy and skill set that is grounded in theoretical constructs of the profession and based on current evidence. Evaluation and intervention strategies grounded in this manner foster clinical competence and promote informed decision-making in practice. Evidence-based practice is built upon inquiry and the concept that critical analysis of the profession helps advance the profession by increasing the body of knowledge that supports practice. This course will solidify the understanding of the research process and promote mastery of research design and critical analysis of professional research to date. Critical analysis of the profession’s current best practice based on available research contributes to the growth of the profession and keeps the profession relevant and in demand.
Relationship to Curriculum Design
Didactic and clinical knowledge gained through the course of study to date provides an ideal backdrop for the introduction of research methodologies and application of research to practice. Parallel didactic courses will support the development of scholarship, which will be further enhanced through concurrent clinical studies as students complete their final Level I Fieldwork experience. Completion of this course provides students with an optimal foundation to enter their first Level II Fieldwork experience which leads into and complements the pursuit of scholarly work required in Research II.


Additional Readings
Available on Canvas course site and TBD

| CLASS POLICIES |

Writing Style
The MOT program requires that students follow APA (American Psychological Association) style for all written work. Papers submitted in a format other than APA will be returned ungraded. It is strongly recommended that students purchase the *Publication Manual of the American Psychological Association, 6th Edition*. Copies have been made available at the Carroll Todd Wehr Memorial Library on main campus. In addition, numerous resources both at the library and online can be used to help with writing and formatting papers. Consider utilizing the support of the Writing Center located in the library Learning Commons.

Academic Progression and Proficiency
Academic progression in the MOT program requires a grade of C or better in all MOT courses. A student receiving a D, F, or U on any assignment or exam in any course must remediate and be reassessed to ensure competence. It is necessary for the student to demonstrate proficiency before progressing through the course. Successful remediation results in demonstration of competence NOT a change in the initial grade.

Students may be required to complete a learning contract in collaboration with faculty and MOT advisor. The learning contract is a method through which a student identifies potential barriers to learning and creates an action plan toward successful learning and performance.

Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in your student handbook on the University website. Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course. Some examples of violations will be discussed on the first day of class. These will include:
(1) Plagiarism
- Must use OWN words
- If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
- A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.

(2) Failure to return or removal of an exam

(3) Submitting work completed by another individual
- A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.

(4) Discussing quiz/exam questions with students who have not yet taken the quiz/exam.

(5) Any other forms of cheating

Core Professional Behaviors
1. PERSONAL RESPONSIBILITY
   - Student is punctual
   - Student completes assignments and tasks on time
   - Student attends all lecture and laboratory sessions
2. PERSONAL HONESTY & INTEGRITY
   - Student is honest in word and actions and is accurate in reporting all information
   - Student maintains positive learning environment
   - Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)
3. RESPECT
   - Student gives full attention to lecturer, does not talk in class, treats others with dignity
   - Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops)
4. TEACHABILITY/ADAPTABILITY
   - Student takes responsibility for own actions and understands consequences of inappropriate actions
   - Student behavior is appropriate during times of high stress
5. COMMUNICATION
   - Student properly formats emails to instructors and with respect (i.e., correct punctuation and salutations)
   - Student refrains from spreading rumors regarding instructors and course assessments
   - Student follows appropriate procedures for discussion of course issues and concerns
     - 1st → Student contacts their lecture or laboratory instructor
     - 2nd → Student communicates concerns to course coordinator (should the need arise, the coordinator will direct the student to the Departmental Chair)
6. RELATIONSHIP WITH PEERS
   - Student participates in class and small group discussions
   - Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems).
7. PERSONAL APPEARANCE
• Student dresses appropriately for presentations and palpation

CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)

*At the discretion of the Instructor:
  ➢ A deduction in course points (i.e., -10 pts for cell phone use)
  ➢ Tardiness of required assignments, -5% per day late or at instructor’s discretion
  ➢ Removal from class
  ➢ Multiple offenses may result in a full letter grade deduction

AOTA Code of Ethics and Ethical Standards
All aspects of professional conduct are expected. Any behavior or action that violates the code and standards will be dealt with at the instructor’s discretion. Consequences may include but may not be limited to, failure on assignment or failure of this course. Please refer to the AOTA Occupational Therapy Code of Ethics and Ethics Standards and Standards of Practice for Occupational Therapy.

Disability/Illness:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss the specific needs. Please contact the Office of Services for Students with Disabilities at 262-524-7335 in the Walter Young Center to coordinate reasonable accommodations for students with documented disabilities.

If you are ill and unable to attend a class, it is your responsibility to notify faculty in a timely fashion. In order to make up an assignment you must document that illness.

Extended illness may make it impossible for you to complete the class requirements.

Courtesy:
Course faculty will treat you with respect, while expecting the same in return. You are also expected to respect your fellow students. Therefore, please do the following:

1. Turn off your cell phone, beeper, or anything else that might make noise.
2. Do not converse while the teacher or a fellow student is speaking in class.
3. You are expected to arrive on time. If, because of some problem, you are forced to come in late, do come in. However, do so quietly and do not walk in front of the instructor while s/he is lecturing. There is no excuse for chronic lateness. Those who are routinely late will be invited to withdraw from the class and have points deducted from their class participation grade. If you have an emergency, please let me know.
4. Computer use policy: If you use a computer, it must be used ONLY for taking notes UNLESS specifically given permission otherwise. If you use a computer for any other purpose, you will permanently lose computer use privileges in the classroom.

Statement of the Right to Modify Course Content
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
Attendance
As professionals in training, students are expected to be prompt and regular in attendance at all scheduled classes and meetings including weekly information sessions and required practice labs. If a student is unable to attend a class or meeting, the appropriate professional action to take is to notify the instructor in a timely manner.

Learning opportunities that cannot be replicated (off campus experiences, guest lecturers, meetings, etc.) and examinations will not be rescheduled for planned absences with the exception of medical procedures in which alternate dates are unavoidable, religious or similar extraordinary circumstances. Students who miss class for planned absences must submit a written request (email) to the course coordinator and advisor within the first week of the semester communicating when they wish to be absent. The student is responsible for work missed.

As a student in the OT program, attendance is a required component. An excused absence does not release the student from responsibility to make-up work, nor does it render consequences of that absence negotiable. Requests for “planned absences” will be considered by the OT faculty as a whole. Requests may or may not result in permission being granted.

Program faculty judge what constitutes satisfactory attendance and punctuality.

Class participation: Oral participation is required. This can make or break your grade. Content in this course is enhanced through in-class learning activities. Therefore, you should pay close attention to your assigned readings and come prepared each class having read and ready to engage in the learning experience. Class participation means more than simply being present; you must regularly contribute in a meaningful way. This is a significant portion of your grade.

In-class exercises: Throughout the semester, the instructor will assign students (as a group) to summarize and discuss selected readings (chapters, journal articles, clinical cases) before the class. Pop quizzes will be group-based and will require collaboration grounded by each member’s outside of class preparation and in class participation.

Failure to engage in class discussions or complete in-class exercises will ensure less than a C in Attendance/Participation/In-class exercise.

The following grade scale will be used for the class:

93-100 % = A
90-92.9% = A/B
83-89.9% = B
80-82.9% = B/C
70-79.9% = C
60-69.9% = D
<60% = F
Progress will be evaluated through the following means:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Percent</th>
<th>LINKED STUDENT LEARNING OBJECTIVES</th>
<th>LINKED ACOTE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/ Participation/ In-class exercises</td>
<td>15</td>
<td>1-10</td>
<td>B.1.7, B.4.6, B.5.30, B.6.6, B.7.6, B.8.4, B.8.5, B.8.6, B.8.7, B.8.8</td>
</tr>
<tr>
<td>Critical Appraisal of a Paper (CAP) x 2</td>
<td>20</td>
<td>3-4, 9</td>
<td>B.5.30, B.6.6, B.8.7</td>
</tr>
<tr>
<td>Letter of Medical Necessity</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual CAT</td>
<td>15</td>
<td>1-3, 5-10</td>
<td>B.1.7, B.4.6, B.5.30, B.7.6, B.8.4, B.8.5, B.8.6, B.8.7, B.8.8</td>
</tr>
<tr>
<td>Group CAT &amp; Peer Assessment</td>
<td>15</td>
<td>1-3, 5-10</td>
<td>B.1.7, B.4.6, B.5.30, B.7.6, B.8.4, B.8.5, B.8.6, B.8.7, B.8.8</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>5</td>
<td>1-4, 6-8</td>
<td>B.1.7, B.4.6, B.5.30, B.6.6, B.8.4, B.8.5, B.8.6</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td>3-4, 9</td>
<td>B.5.30, B.6.6, B.8.7</td>
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<tr>
<td>Total</td>
<td>100</td>
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</table>

Further details of each assignment can be located on the eLearning course site.

Letter of Medical Necessity
Funding agencies in charge of compensation for medical items and/or medical equipment often demand a letter of medical necessity from an occupational therapist to prove a claim that a treatment/item was necessary for successful outcomes. Students will write a letter of medical necessity that includes a detailed explanation of a condition/disability that necessitates equipment and/or treatment for a client/patient. Additional details will be posted to Canvas.

Critical Appraisal of a Paper
Critical appraisal is the process of assessing and interpreting evidence by systematically considering validity, results, and relevance to an individual’s work. (Sackett, 1996). Students will critically appraise and interpret two pre-selected articles by systematically looking at validity and ecological validity, outcomes/results, and relevance to practice.
Critically Appraised Topics (CATs):
Students will complete two CATs this semester. One will be completed as a group, one will be completed individually. Students will conduct a critical analysis of a topic (PICO format). Completion of this assignment culminates in submittal of the CAT to the OTCATS database. Students will be divided into groups as pertinent to this assignment. CAT templates will be provided.

1. Clinical Questions – You will need to submit 3 clinical questions on topics of your interest. Individually, at a later date, you will discuss your three clinical questions with members of your group. Your group members will decide which ONE of the three questions to use for the Group CATs assignment. It is your job to convince your group members on the merits and research worthiness of your clinical question. After the group discussion, the group will select a member of the group to serve as a secretary who will post the group’s 3 clinical questions that will be the focus of the group’s CAT assignment for the remainder of the semester.

2. Self and Peer Assessment - Students will submit a peer assessment form with criteria for peer assessment via eLearning at the end of the semester. This form will be used to assess fellow group members on their performance during the semester on portions of assignments relevant to group work. The criteria can be modified as needed throughout the semester. Unsatisfactory performance by the majority of group members will result in an unsatisfactory grade in this course. Peer assessments are taken seriously and should reflect overall contribution. Students will be required to submit a self-assessment alongside the peer assessment.

This phase of the CAT begins with the submittal of the groups’ selected topic as stated in the class calendar.

For each individual CAT, you are also expected to turn in the following:
- PDF copy of each article included in the CAT
- Journal Critique Summary Sheet for each article included in the CAT
- CAT completed on the CU DPT template
- Evidence of peer review (i.e. track changes, scanned document, etc.) for all CATs

Oral Presentation:
Your CAT learning experience will finish with a PowerPoint style oral presentation given as a group. The presentation should include pertinent information from your CAT template and experience. PowerPoint slides must be clear, logical and appropriate to the topic. Graphs, tables and other illustrations must be appropriate and not too busy. Background graphic design must not distract from the presentation. The presentation must not contain any identifying patient information. References and slides must be cited in APA style. The presentation should not exceed 15 minutes, including Q&A. Students will be expected to verbally answer questions about the topic during and after the presentation. Grading will be based on the ability to follow the above directions, presentation content, good communication skills, ability to engage the audience, confidence and eye contact. Points will be assigned through various means including a rubric, verbal and written feedback, participation and contribution. Each member of the group will be assessed according to individual contribution and performance during the presentation.

Class Schedule
The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course as soon as possible

Posted to Canvas
ACOTE Standards Relating to Course Objectives

This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:

1. B.1.7 Demonstrate the ability to use statistics to interpret tests and measurements for the purpose of delivering evidence-based practice.
2. B.4.6 Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.
3. B.5.30 Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes.
4. B.6.6 Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice.
5. B.7.6 Demonstrate the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.
6. B.8.4 Understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.
7. B.8.5 Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.
8. B.8.6 Demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.
9. B.8.7 Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).
10. B.8.8 Demonstrate skills necessary to write a scholarly report in a format for presentation or publication.
<table>
<thead>
<tr>
<th>Student Learning Objectives/Instruction/Assessment</th>
<th>ACOTE Standards</th>
<th>Instructional Methods The following instructional methods will be utilized throughout the course:</th>
<th>Assessment Methods The following assessment methods will be utilized throughout the course:</th>
</tr>
</thead>
</table>
| 1. Demonstrate the ability to use statistics to interpret tests and measurements for the purpose of delivering evidence-based practice. | B.1.7           | • Lecture  
  • Independent Learning  
  • Cooperative Learning  
  • Inquiry Learning  
  • Critical Analysis  
  • Observational Studies (nomogram) | • Attendance  
  • Written Feedback  
  • Oral presentation Feedback  
  • Course participation and contribution to discussions  
  • Verbal Feedback  
  • Grading Rubric  
  • Peer Assessment |
| 2. Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. | B.4.6           | • Lecture  
  • Independent Learning  
  • Cooperative Learning  
  • Inquiry Learning  
  • Critical Analysis  
  • Observational Studies | • Attendance  
  • Written Feedback  
  • Oral presentation Feedback  
  • Course participation and contribution to discussions  
  • Verbal Feedback  
  • Grading Rubric |
| 3. Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes. | B.5.30          | • Independent Learning  
  • Inquiry Learning  
  • Cooperative Learning  
  • Inquiry Learning  
  • Critical Appraisal  
  • Historical Inquiry  
  • Essay  
  • Group Discussion  
  • Critical Analysis  
  • Observational Studies | • Attendance  
  • Written Feedback  
  • Oral presentation Feedback  
  • Course participation and contribution to discussions  
  • Verbal Feedback  
  • Grading Rubric  
  • Peer Assessment |
| 4. Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice. | B.6.6           | • Lecture  
  • Independent Learning  
  • Readings  
  • Cooperative Learning  
  • Inquiry Learning  
  • Critical Appraisal  
  • Historical Inquiry  
  • Essay  
  • Group Discussion | • Attendance  
  • Written Feedback  
  • Oral presentation  
  • Course participation and contribution to discussions  
  • Verbal Feedback  
  • Grading Rubric  
  • Peer Assessment |
| 5. Demonstrate the ability to design ongoing processes for quality improvement and develop program changes as | B.7.6           | • Independent Learning  
  • Readings  
  • Cooperative Learning  
  • Inquiry Learning  
  • Critical Analysis | • Attendance  
  • Written Feedback  
  • Course participation and contribution to discussions  
  • Verbal Feedback |
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<td>• Observational Studies</td>
<td>• Peer Assessment • Grading Rubric</td>
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<td>6. Understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.</td>
<td>B.8.4</td>
<td>• Lecture • Independent Learning • Readings • Cooperative Learning • Inquiry Learning • Critical Analysis • Observational Studies</td>
<td>• Attendance • Written Feedback • Course participation and contribution to discussions • Verbal Feedback • Grading Rubric • Peer Assessment</td>
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<tr>
<td>7. Understand and critique the validity of research studies, including the design (both quantitative and qualitative) and methodology.</td>
<td>B.8.5</td>
<td>• Independent Learning • Readings • Inquiry Learning • Critical Analysis • Observational Studies</td>
<td>• Attendance • Written Feedback • Course participation and contribution to discussions • Verbal Feedback • Grading Rubric • Peer Assessment</td>
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<td>8. Demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.</td>
<td>B.8.6</td>
<td>• Independent Learning • Readings • Inquiry Learning • Critical Analysis</td>
<td>• Attendance • Written Feedback • Course participation and contribution to discussions • Verbal Feedback • Grading Rubric • Peer Assessment</td>
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<td>9. Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).</td>
<td>B.8.7</td>
<td>• Lecture • Independent Learning • Readings • Historical Inquiry • Essay • Group Discussion • Inquiry Learning • Critical Analysis</td>
<td>• Attendance • Written Feedback • Oral presentation • Course participation and contribution to discussions • Verbal Feedback • Grading Rubric • Peer Assessment</td>
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<td>10. Demonstrate skills necessary to write a scholarly report in a format for presentation or publication.</td>
<td>B.8.8</td>
<td>• Independent Learning • Readings • Inquiry Learning • Critical Analysis</td>
<td>• Attendance • Written Feedback • Course participation and contribution to discussions • Verbal Feedback • Grading Rubric • Peer Assessment</td>
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