

 **Edit**

▶ Syllabus Navigation

# Research in Occupational Therapy

Spring 2021

Friday 8:30 – 11:30, Online

3 Credit Hours

## Instructor Contact Information

**Instructor:** Lorie Richards, PhD, OTR/L, FAHA, FAOTA**Contact information:** Phone: (801) 585-1069; email: [lorie.richards@hsc.utah.edu](mailto:lorie.richards@hsc.utah.edu)**Office Hours/Location:** by appointment via zoom

## Pre-Requisites or Co-Requisites

None

## Required Materials

1. Taylor, R. R. (2017). Research in occupational therapy: Methods of inquiry for enhancing practice (2<sup>nd</sup> ed.). Philadelphia, PA: F. A. Davis Company.
2. American Psychological Association (2010). Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, D.C.: Author. **AND/OR** you may access electronic resources for APA style such as the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/> (<http://owl.english.purdue.edu/>)

**Additional Readings:** Additional readings are assigned throughout the semester. These will typically be available as pdfs on canvas; however, some may be accessed via electronic journals at Eccles Library.

## Course Description

Study of descriptive, comparative and evaluative research methods (including qualitative and quantitative) as they apply to medical, social and basic science relevant to occupational therapy



practic... age students to incorporate research and its outcomes into  
eviden... e required to critically analyze professional literature.

► Syllabus Navigation

## Student Learning Outcomes

By the end of this course, you will be able to:

1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to OT and RT.
2. Effectively locate, understand, critique, and evaluate information, including the quality of evidence, and use scholarly literature to make evidence-based decisions. [OT Standards B.6.1]
3. Understand & use basic descriptive, correlational, & inferential statistics and code, analyze, and synthesize qualitative data. [OT Standard B.6.2]
4. Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology. [OT Standard B.6.1]
5. Demonstrate the skills necessary to design a systematic review and write a scholarly report in a format for presentation or publication: the research question, relevant literature, systematic review design, & data analysis and interpretation. [OT Standards B.6.3]
6. Be able to make a recommendation for clinical practice based on a review of the evidence literature.

## Teaching and Learning Methods:

Learning methods will include recorded lecture, discussion, group learning activities, individual learning activities, reading assignments, and written assignments. Active learning and participation are expected of students in this course.

## Assignments:

**Literature Review Chart & Summaries-** Students will find and analyze a minimum of **five** articles for their literature review paper. They will complete all information on the Literature Review Chart. They will write a summary of information from each article that will pertain to their group evidence-based paper (see below). These are completed individually. A sample chart and specifics about this assignment are available in a separate handout on Canvas.

**Group evidence-based paper and presentation** – Students, in groups of 2-3, will write a 6 to 10 page scholarly paper about the evidence for a selected intervention, using APA format. Students will synthesize the evidence by comparing and contrasting their articles and drawing general conclusions about the intervention. The final paper will also include a title page and a complete reference list in APA format. Reference list and title page do not count in the page limit for this assignment. At end of semester, students will present their findings to the class in a short PowerPoint presentation. Further information about these assignments will be provided in class.

**Guided Tasks** - Students will complete several Guided Tasks as preparation for in-class discussions and activities. Each complete one will be worth 8 points

## Grading Criteria:

Assignment	Points
Test 1 (in class)	50
Test 2 (in class and take home)	70
Literature Review Chart & Summaries (individual)	100
Group Evidence-based Practice Paper	150
Guided task assignments	40
<b>Total</b>	<b>410</b>

Grade	Points
A	95-100% (390-410)
A-	90-94% (369-389)
B+	87-89% (357-368)



B 84-86% (344-356)

B- [▶ Syllabus Navigation](#)

C+ 77-79% (316-327)

C 74-76% (303-315)

C- 70-73% (287-302)

D 66-69% (271-286)

E 0 - 65% (< 271)

Note: Normal mathematical rules of rounding will apply to final grades.

## Course Schedule:

A detailed course schedule can be found on Canvas.

Note: This schedule is tentative to allow for flexibility and changes that may occur during the semester.

Note: Assigned readings may change or have additional instructions— please refer to canvas modules for up-to-date listings of articles and specific instructions for each module

Week	Date	Topics, Readings, Assignments, Due Dates
1	January 22 - synchronous class	What is Research/where to start: readings in text; no assignment to hand in but one to fill out for class; by Jan 25th select 3 top interests for paper topic from those given
2	January 29 - not whole class - meet with Lorie in groups	Finding the evidence: turn in EBP topic selections by 1/25; some readings; Complete Guided Task 1
3	February 5 -	Levels of evidence: text and article readings; Evidence voiced over



1.5 hour class PowerPoints; Complete Guided Task 2  
starting at

► Syllabus Navigation

Lorie

- 4 February 12 Quantitative designs: Text and article readings; voiced over PowerPoints; Complete Research Design quiz
- February 19 -  
meet with  
5 Lorie in Measurement: read chapters and article; watch videos; complete  
groups - no guided task 4  
class
- 6 February 26 - Descriptive stats: chapter reading; videos; Complete the  
synchronous descriptive stats self-quiz; Complete Guided Task 5; Paper  
class introduction/background due 2/28
- 7 March 5 No instruction day - no assignments for this week - keep working on  
paper elements
- 8 March 12 MIDTERM
- 9 March 19 - Inferential stats: Associations: chapter reading; videos; inferential  
synchronous stats self quiz and data analysis crossword puzzle; paper methods  
class draft due 3/21
- 10 March 26 -  
meet with  
Lorie in Work on EBP paper; Char summaries and results section due 3/28  
groups - no  
class
- 11 April 2 -  
asynchronous Qualitative research: chapters and article; video; complete guided  
class task 5
- 12 April 9 - meet work on EBP paper - EBP discussion draft due 4/11



with Lorie in  
groups - no

► Syllabus Navigation

- |    |  |  |
|----|--|--|
| 13 | April 16 - no<br>class - meet<br>with Lorie in<br>groups | Work on EBP paper in your groups                       |
| 14 | April 23 - no<br>class - meet<br>with Lorie in<br>groups | Work on EBP paper in your groups                       |
| 15 | May 2  | Final EBP paper due and peer evaluations of group work |
| 16 | May 4  | Test 2 due   |

## Course Policies:

**Assignments** - All assignments are due on the date listed on Canvas and in the course schedule.

Assignments must be submitted electronically on Canvas on the due day. Assignments handed in later will be considered late. Assignments will be taken up to 3 days after the due date with penalties. This will be 10% deduction in points for most assignments. For the EBP paper, this will be a reduction of 1 letter grade for each day late. A student may ask for an extension for major extenuating circumstances (e.g., major illness or self or immediate family that requires caregiving responsibilities well beyond normal; major car accident or house fire; major jury duty, etc. Note that family weddings or get-togethers or other trips do not count as extenuating circumstances). It is the student's responsibility to let the instructor know ahead of time (either by e-mail or voicemail) if s/he will be requesting an extension 24 hours before the due date. Each extension request must have the new due date specified (usually one to two days).

**Graduate School Writing Expectations** – Any written assignment with significant errors in grammar, spelling, syntax or APA style will be returned to the student and it must be resubmitted by a negotiated due date. In addition, the instructor may require that a student work with the University Writing Center to improve the clarity and flow of their writing. This will be decided on a case-by-case basis. If the instructor decides that the student must use an outside source such as the University Writing Center, the student must provide documentation of getting outside assistance.

**Originality of Work** – To ensure originality of work, Canvas website is set up to send selected written assignments to turnitin.com. In order to consider a student's assignment to be handed in "on time," an electronic copy of the assignment must be submitted on Canvas on the due date with an acceptable turnitin.com originality percentage.

**Pease note:** The extraordinary times that we find ourselves have certainly created mental health and logistics challenges! Therefore, please keep in touch with me over the semester if you are struggling with your mental health or issues with completing assignments in a timely manner. I will do my best to be flexible and help you through a rough time. Because the major assignment is a group paper, we will need to take into consideration the rest of the group, but I'll do what I can to support you!

## Other information:

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/> (<http://disability.utah.edu/>); 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.
2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).
3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the













Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the Office of Public Safety, 801-585-2677 (COPS).

4. **7** ▶ Syllabus Navigation **Responsibilities.** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php> (<http://regulations.utah.edu/academics/6-400.php>).
5. **Wellness Statement.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/> (<http://wellness.utah.edu/>); 801-581-7776.
6. **Drop/Withdrawal.** The last day to drop (delete) classes is Friday, January 17; the last day to withdraw from this class is Friday, March 6. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.
7. **Veterans Center.** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/> (<http://veteranscenter.utah.edu/>). Please also let me know if you need any additional support in this class for any reason.
8. **LGBT Resource Center.** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe environment. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/> (<http://lgbt.utah.edu/>). Please also let me know if there is any additional support you need in this class.
9. **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/> (<http://writingcenter.utah.edu/>)); the Writing Program (<http://writing-program.utah.edu/> (<http://writing-program.utah.edu/>)); the English Language Institute (<http://continue.utah.edu/eli/> (<http://continue.utah.edu/eli/>)). Please let me know if there is any additional support you would like to discuss for this class.






# Course Summary:

Date	Syllabus Navigation	
	 <b><u>Guided task 2: Levels of evidence</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8289797">https://utah.instructure.com/courses/657819/assignments/8289797</a>	due by 8:29am
Fri Feb 5, 2021	 <b><u>Guided task 3 - validity</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8289798">https://utah.instructure.com/courses/657819/assignments/8289798</a>	due by 8:29am
	 <b><u>Guided Assignment 1 Searching the literature</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8289795">https://utah.instructure.com/courses/657819/assignments/8289795</a>	due by 8:30am
Fri Feb 19, 2021	 <b><u>Guided Assignment 5 - qualitative research</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8289796">https://utah.instructure.com/courses/657819/assignments/8289796</a>	due by 11:59pm
Sun Feb 21, 2021	 <b><u>EBP systematic review introduction draft</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8383096">https://utah.instructure.com/courses/657819/assignments/8383096</a>	due by 11:59pm
	 <b><u>Guided task 4 - measurement</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8289799">https://utah.instructure.com/courses/657819/assignments/8289799</a>	due by 11:59pm
Fri Mar 12, 2021	 <b><u>Test 1</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8289802">https://utah.instructure.com/courses/657819/assignments/8289802</a>	due by 11:59pm
Sun Mar 21, 2021	 <b><u>EBP Systematic review methods draft</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8383098">https://utah.instructure.com/courses/657819/assignments/8383098</a>	due by 11:59pm
Sun Mar 28, 2021	 <b><u>EBP Chart and Summaries</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8289792">https://utah.instructure.com/courses/657819/assignments/8289792</a>	due by 11:59pm
	 <b><u>EBP paper results draft</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8383145">https://utah.instructure.com/courses/657819/assignments/8383145</a>	due by 11:59pm
Sun Apr 11, 2021	 <b><u>eBP systematic review discussion draft</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8383194">https://utah.instructure.com/courses/657819/assignments/8383194</a>	due by 11:59pm
Sun May 2, 2021	 <b><u>EBP paper - final</u></b> <a href="https://utah.instructure.com/courses/657819/assignments/8289794">https://utah.instructure.com/courses/657819/assignments/8289794</a>	due by 11:59pm



Date	Details	due by 11:59pm
Tue May 4, 2021	 <b>Test 2 - take home</b> <a href="https://utah.instructure.com/courses/657819/assignments/8289803">. (https://utah.instructure.com/courses/657819/assignments/8289803)</a>	due by 11:59pm