

**The University of Texas at El Paso
College of Health Sciences
Occupational Therapy Program**

**OT 6220 - Evidence-Based Practice and Research Methods
Syllabus
Fall 2023**

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Office Hours: By appointment

Lecture: Wednesday 9:00 AM - 10:50 PM Room B32

Course Description: An introduction to research and evidence-based practice, this course develops essential skills to locate and evaluate research evidence and critique scientific evidence through completing a literature review project.

General and Specific Objectives: *Based on the 2018 ACOTE standards.*

1. Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments (ACOTE B.2.1.).
2. Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the (ACOTE B.6.1.):
 - a. Level of evidence
 - b. Validity of research studies
 - c. Strength of the methodology
 - d. Relevance to the profession of occupational therapy
3. Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions (ACOTE B.6.1.).
4. Students will relate the use of literature search and research critique skills to practice-based courses and potential Doctoral Capstone Projects and Doctoral Capstone Experiences.

Curriculum Threads:

This course addresses the following curricular threads:

- Evidence-based practice: Students will form connections between available evidence and clinical practice and understand the clinical reasoning for selecting the best available evidence.
- Occupation-centered practice: Students will locate and appraise occupation-based literature to answer occupation-centered questions.

- Culturally and contextually responsive practice: Students will evaluate the contextual factors in which evidence is produced to make sound decisions for application in context.

Areas of In-Depth Knowledge Development:

The UTEP OTD Program focuses on four areas of in-depth knowledge development: Clinical Practice Skills, Education, Advocacy, and Program Policy and Development. Students will choose one of these areas in which to concentrate their OTD Capstone Experience and Project. OT 6220 targets the following areas:

- Clinical Practice Skills
- Advocacy

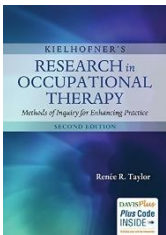
UTEP Edge Experiences:

- RESEARCH SCHOLARLY ACTIVITIES: Team up with faculty to gain experience and make intellectual and creative contributions to your field.
- STUDENT LEADERSHIP: Develop professional values by assuming leadership roles in your campus experiences.

UTEP Edge Advantages:

- COMMUNICATION: Reach mutual understanding through effective exchanges of information, ideas, and feelings
- CONFIDENCE: Be self-assured by appreciating your own talents, abilities, and qualities
- CRITICAL THINKING: Analyze and evaluate issues in order to solve problems and develop informed opinions.
- ENTREPRENEURSHIP: Develop, organize, and manages ideas and opportunities turning them into new products, services, firms, or industries
- GLOBAL AWARENESS: Understand and appreciate people, cultures, and ideas from around the world that impact our community.
- LEADERSHIP: Step up, think, and act critically and creatively to bring others together to accomplish a common task
- PROBLEM-SOLVING: Find solutions to difficult or complex issues.
- SOCIAL RESPONSIBILITY: Act ethically and responsibly for the benefit of society and the public good
- TEAMWORK: Participate as an effective, efficient member of a group in order to meet a common goal

Required Texts:



Taylor, R. R. (2017). *Kielhofner's research in occupational therapy: Methods of inquiry for enhancing practice* (2nd ed.). F. A. Davis Company.



American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Methods of Instruction:

This class will meet in person. The class may meet online if local health and/or UTEP officials recommend that online learning is warranted given the status of COVID-19 or other health concerns in the area. Students will have assignments to turn in via Blackboard regularly.

Students will engage in the following learning activities:

- **Lectures:** Both the instructor and students will provide lectures on course materials relevant to all the learning objectives in an interactive way to allow for discussion. Lectures will focus on developing critical thinking and problem-solving skills required for future clinical practice.
- **Blackboard Activities:** Students are required to participate in Blackboard activities, including but not limited to Discussion Board (course and group) activities, video quizzes, and surveys.
- **Active Learning Strategies:** The instructor will use a variety of active learning strategies, including but not limited to team-based learning strategies (Learning Through Discussion, LTD), individual and group presentation, and peer teaching and evaluation. Students are expected to demonstrate critical thinking skills in critiquing journal articles using different research methods. Through the experiential learning activities (e.g., statistical software practices, scholarly writing summaries of research findings given), students will be gaining confidence and competence in carrying out data collection and writing in the next research class.
- **Team-Based Learning:** This class will use a Team-Based Learning (TBL) approach in which students will debate, collaborate, and work with fellow students and future colleagues to learn to serve clients across the lifespan with occupational deficits. The TBL approach requires students to bring their knowledge of the readings and what they have learned in other classes and from their own experience and compare and contrast it with their peers, thus strengthening their critical thinking skills needed for practice.
- **Reading Assignments:** Students will initially engage with the content by reading various texts and articles. It is expected that students come to class prepared, including but not limited to completing all assigned reading and other preparatory activities. Students are expected to read each chapter and/or article for understanding and be prepared to discuss the readings and answer questions.
- **Discussion:** Small and large group discussions will allow students to discuss the best application of new knowledge. Students will be expected to contribute to every discussion and be prepared to answer questions.
- **In-Class Application Activities:** Brief in-class and lab assignments will challenge teams to discuss scenarios facilitating the understanding and application of research principles and methods. Activities will require students to share, debate, compare, and contrast ideas, thus developing critical thinking skills.

- **Student Presentations:** In small groups, students will present a literature review. Students will be provided with assignment rubrics and specific instructions for each assignment. The instructors will guide the discussion related to presentations to facilitate further class discussion.
- **Non-verbal Communication:** Students will have multiple opportunities throughout the course to practice non-verbal communication. The instructor will provide private individual feedback to students as needed.

Methods of Evaluation:

Literature Review	40
Evidence Appraisal x2 (10 pts each)	20
Attendance/Class Participation	15
Self-reflection x2 (5 pts each)	10
Methodology Activities	10
Chapter Quizzes	5
Total	100 points

Letter Grade Equivalents:**

A (90-100 points)
 B (80-89 points)
 F (79 points or below)

- **Literature Review:** Students will complete a literature review paper and present their findings. Students will be evaluated for participation in the literature review process and the quality of the final submission. A peer review component will also be considered in the rubric for group participation.
- **Evidence Appraisal:** Students will appraise two research articles, one qualitative and one quantitative research design. Appraisal forms and guidelines will be provided.
- **Attendance/Class Participation:** Students will receive one point per class attendance and participation. Half a point is awarded for attendance, and another half is awarded for completion of class activities. Students will not be awarded full points for unexcused absences, tardiness, or lack of participation. Refer to the attendance policy below for excused absences.
- **Self-reflection:** Students will complete a self-reflection at both the beginning and the end of the semester. Students will complete a self-evaluation, identify personal learning goals, rate achievement of goals, and identify action steps for improvement.
- **Methodology Activities:** Students will complete in-class research methodology activities, including but not limited to simulated data collection, software training, and data analysis.
- **Chapter Quizzes:** Students will complete chapter quizzes for assigned readings.

** Final grades will be rounded to the nearest whole number for letter grade equivalents. Example: 89.5 points will be rounded to 90 points and earn a letter grade of an A; 89.4 points will be rounded to 89 points and earn a letter grade of a B.

Attendance:

Learning in this class is directly linked to performance and participation during class. Thus, the ability to critically consider and apply knowledge will be enhanced by on-time attendance and full participation in every class. Missing a class or part of a class unless in cases of extenuating circumstances will result in receiving a zero for attendance and in-class assignments. Because of the team-based nature of in-class assignments, make-ups may not always be possible, or

students may be required to complete assignments individually. Attendance to online classes held via Blackboard and to other meetings is considered in attendance grading. During online classes, students are expected to have a working microphone and camera and actively participate in all activities. The completion of any asynchronous coursework such as assignments and discussion boards is also considered in class participation grading and will be a key part to learning.

Policy for Late Assignments:

Assignments turned in on the due date are eligible for the full grade. If, for whatever reason, students are unable to turn in the assignment by the due date, they can choose to turn the assignment in at a later date and the assignment will be eligible for a lower grade. Assignments are eligible for 90% of the full grade within 24 hours of the original due date and time, 80% between 25-48 hours, 70% between 49 and 72 hours, and so on. For example, if an assignment was originally due on Monday at 5 pm for 100 points, it will be eligible for a maximum of 90 points if turned in on Tuesday at 5 pm, a maximum of 80 points if turned in on Wednesday at 5 pm, and so on. Assignments for this course will typically be due on Mondays by 5 pm unless otherwise noted.

Life Happens Policy:

Students are encouraged to reach out to the instructor regarding any barriers or challenges to course participation. Each student will be permitted a ONE-TIME extension of up to one week on an individual assignment. Students may use this policy only once per semester. Students do not need to provide documentation or a reason, and no questions will be asked. Students will need to email the instructor stating the assignment they would like the policy applied to. This policy cannot be applied to group assignments.

Academic Integrity:

Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission of credit of any work or materials that are attributed in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts." Regents Rules and Regulations, Part One, Chapter VI, Section 3.22. Since scholastic dishonesty hard the individual, all students and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

Use of Artificial Intelligence

The use of artificial intelligence (AI) is not permitted in this course except where explicitly included as part of a course assignment. Any other use of AI of any kind in the completion of assignments, quizzes, exams, participation, or any coursework is prohibited and will be considered plagiarism and treated as such under University policy.

From the UTEP Dean of Student Affairs:

<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>)

It is an official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate

disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. "Cheating" includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit

Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

Self-plagiarism is reusing work that you have previously published or submitted for another course. Self-plagiarism is not permitted in this course. Using portions of papers that you have previously written or previously submitted may not be used without prior approval from the instructor.

Collusion means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

Americans with Disabilities Act:

If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at cass@utep.edu or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>.

Technology Requirements:

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have or have access to a computer/laptop, scanner, webcam, and microphone. You will need to download or update the following software: Microsoft Office, Adobe, Flash player, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

COVID-19 Precautions:

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

OT220 Evidence-based Practice and Research Methods
Tentative Course Calendar

Note: The instructor reserves the right to modify the class calendar if necessary.

Date	Lecture Topics:	Readings (Should be completed before Wednesday's class of that week)	Assignments Due (Typically due Monday 5pm of the following week)	Obj
Week 1 Aug 30	<ul style="list-style-type: none"> • Course introduction & syllabus/assignment overview • What is research and why is it important to practitioners and the profession? 		<ul style="list-style-type: none"> • Sign and return syllabus 	
Week 2 Sep 6	<ul style="list-style-type: none"> • What is evidence-based practice? • What is evidence? • Research design and hierarchy of evidence 	Ch 1, 6, & 7 Blackboard Readings	<ul style="list-style-type: none"> • Ch 1, 6, & 7 Quiz • Assignment: Self-reflection 	1
Week 3 Sep 13	<ul style="list-style-type: none"> • Research Aims • Qualitative vs Quantitative • Knowledge, theory, research and practice. 	Ch 2, 3, & 8 Blackboard Readings	<ul style="list-style-type: none"> • Ch 2, 3, & 8 Quiz 	1
Week 4 Sep 20	<ul style="list-style-type: none"> • Critically appraising research • Validity & Rigor 	Ch 4, 5, & 9 Blackboard Readings	<ul style="list-style-type: none"> • Ch 4, 5, & 9 Quiz 	1
Week 5 Sep 27	<ul style="list-style-type: none"> • Literature Review Introduction • Search strategies & PICO questions • JBI methodology 	Ch 10 & 31 Blackboard Readings	<ul style="list-style-type: none"> • Ch 10 & 31 Quiz • Literature Review: Protocol 	1, 3
Week 6 Oct 4	<ul style="list-style-type: none"> • Data management • Screening procedures • Inclusion & Exclusion Criteria • Types of research studies 	Guided reading activity for Ch. 26, 27, 28, 29 & 30 Blackboard Readings	<ul style="list-style-type: none"> • Guided reading activity submission • Literature Review: Screen title & abstract – 50% complete 	1, 3

Week 7 Oct 11	<ul style="list-style-type: none"> • Foundations of Quantitative Studies • Using Quantitative Evidence in Practice 	Ch 20, 21, & 22 Blackboard Readings	<ul style="list-style-type: none"> • Ch 20, 21, & 22 Quiz • Literature Review: Screen title & abstract – 100% complete • Literature Review: Introduction & Methods – Draft 	1, 2
Week 8 Oct 18*	<ul style="list-style-type: none"> • Appraising Quantitative Research • Review Appraisal Form & Guidelines 	Blackboard Readings	<ul style="list-style-type: none"> • Assignment: Evidence Appraisal – Quantitative • Literature Review: Full-text review – 50% complete 	2
Week 9 Oct 25	<ul style="list-style-type: none"> • Foundations of Qualitative Studies • Using Qualitative Evidence in Practice • Interview skills 	Ch 16 & 17 Blackboard Readings	<ul style="list-style-type: none"> • Ch 16 & 17 Quiz • Literature Review: Full-text review – 100% complete • Classmate interview and transcription 	1, 2
Week 10 Nov 1	<ul style="list-style-type: none"> • Appraising Qualitative Research • Themes & Coding in Qualitative Research 	Ch 18 & 19 Blackboard Readings	<ul style="list-style-type: none"> • Ch 18 & 19 Quiz • Literature Review: Data extraction – 50% complete • Interview coding 	2
Week 11 Nov 8	<ul style="list-style-type: none"> • Qualitative Workshop – Data Analysis 	Blackboard Readings	<ul style="list-style-type: none"> • Literature Review: Data extraction – 100% complete • Interview data analysis 	2
Week 12 Nov 15	<ul style="list-style-type: none"> • Qualitative Workshop – Data Analysis 	Blackboard Readings	<ul style="list-style-type: none"> • Literature Review: Data extraction – Table format • Assignment: Evidence Appraisal – Qualitative • Interview data analysis 	2
Week 13 Nov 22	<ul style="list-style-type: none"> • Synthesizing results of multiple studies • PRISMA Guidelines 	Blackboard Readings	<ul style="list-style-type: none"> • Literature Review: Results & Discussion – Draft 	1, 2, 3

Week 14 Nov 29	<ul style="list-style-type: none"> • Connecting EBP to the OTD Capstone • Poster Creation & Presentation 	Blackboard Readings	<ul style="list-style-type: none"> • Literature Review: Final manuscript 	1, 2, 3, 4
Week 15 Dec 6	<ul style="list-style-type: none"> • Course Overview & Feedback 	Blackboard Readings	<ul style="list-style-type: none"> • Literature Review: Poster 	
Week 16 Finals Week	<ul style="list-style-type: none"> • Literature Review Presentations 		<ul style="list-style-type: none"> • Assignment: Self-reflection 	

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Student responsibilities:

1. Regular class attendance and participation. Understand **Punctuality and Attendance** policies. For any tardiness or absence, the student will be expected to notify the instructor directly for prior approval. Another student informing the instructor of an absence or expected tardiness is not acceptable.
2. All information presented in all learning activities.
3. Completion of all reading materials before attending class.
4. All assignments are due as indicated on the course outline. Assignments will only be accepted via the Blackboard Learning System. The policy for late submissions is detailed in the course syllabus.
5. Demonstrate ongoing communication with faculty advisors, course instructors, and peers.
6. For all in-person data collection and presentations, it is recommended you wear pants (twill or chinos), closed-toe, non-skid shoes, and polo or button-up shirts unless otherwise instructed.

By typing your name in the “student signature” space below, you are signing this application electronically. You agree that your electronic signature is the legal equivalent of your manual signature on this syllabus.

Student Signature: _____

Date: _____