

**SACRED HEART UNIVERSITY**  
**GRADUATE PROGRAM IN OCCUPATIONAL THERAPY**  
**OT503: EVIDENCE-BASED PRACTICE I**

**FALL 2024**

**COURSE SYLLABUS**

**CREDIT HOURS:** 2

**FACULTY INSTRUCTOR:** Dr. Stefanie Seanor, EdD, MBA, OTR/L

**OFFICE PHONE:** 203-396-8238

**OFFICE EMAIL:** seanors@sacredheart.edu

**OFFICE HOURS:** Monday-Friday, by appointment

**CLASS DAY AND TIME:** Fridays, 12-2pm or 3-5pm

**CLASS FORMAT:** Primarily in-person with occasional virtual classes (synchronous) and/or components. Course content will be provided through lecture-style classes, self-directed activities, and adapted team-based learning group work.

**COURSE DESCRIPTION:**

Evidence-Based Practice I is the first part of a two-part series that provides students with a thorough understanding of basic research principles, the importance of research to the profession of occupational therapy, and how to navigate and analyze professional research. Through engagement in continual learning and evidence-based practice with intellectual open-mindedness, students will: explain the importance of research in occupational therapy; define basic terms; identify basic research designs and validity threats; categorize research designs; select appropriate statistics for given research questions; search effectively for research on topics within the field; use research terms correctly; compare and contrast sources of research and their importance, quality, and relevance; and critique the research of others. Students will apply ethical reasoning to

make decisions about research and the application to clinical practice. The course is aligned with the AOTA and the program's values to make decisions and practice professionally by understanding the purpose and usage of APA formatting, interpreting ethical issues in research, and correctly citing the work of others.

### **RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND THE AOTA VISION 2025**

*“As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.”* For our profession to fulfill the centennial vision, we need competent practitioners to uphold the code of ethics and to communicate effectively with each other. Occupational therapy professionals need to use theory and consider contextual aspects to make evidenced-based clinical decisions and recognize effective solutions. This course will assist you to read, use, and create research evidence to contribute to our profession. As a future occupational therapist, you will be part of a global community. You will have the opportunity to advance your career and profession, and advocate for occupational therapy's role in meeting client, population, and society's needs. Our profession requires science-driven professionals and effective researchers who will ask, inquire, collaborate, innovate, connect, and influence the future of our practice.

### **RELATIONSHIP TO CURRICULUM DESIGN**

Our curriculum design is depicted by a longstanding symbol in OT going back to our origins- that of a weaving. The warp are the values of the profession, the program, and the university which run throughout the curriculum. The weft are the threads of occupational therapy content knowledge, skills, and experiences that comprise the foundation of our program. This course specifically addresses the values of integrity, justice, and open-mindedness as they relate to research. It is part of the curricular stream of scholarship and evidence-based practice.

## **CONCEPTUAL MODEL FOR THIS COURSE**

We will use the Johns Hopkins Evidence-Based Practice Model as the conceptual model for this course. This model is a powerful problem-solving approach to clinical decision-making for individuals and teams of health care practitioners. It supports interprofessional activity to enhance team-based collaboration and care coordination.

## **TEACHING AND LEARNING METHODS**

This course will be taught in-person and occasionally virtually, using adapted Team-Based Learning (TBL) methods. Classes will consist of lecture-style presentations, facilitated team-based learning group activities, and individual self-directed work. Learning objectives will be measured through student performance on quizzes, class activities, assignments, group projects, and an exam.

## **EXPECTATIONS (COURSE)**

- Class sessions will start on time unless there are extreme events impacting scheduled meetings.
- Applicable materials will be available prior to class (usually within 1 week).
- Emails will be answered during the work week within 48 hours.
- Papers will be graded within 3 weeks following submission.
- Lectures and materials will be presented as specified by the syllabus and topical outline (subject to change).
- Classes will be facilitated, and relationships will be developed while maintaining high standards of professionalism and behavior.
- All parties (students and instructors) will practice 'being present' in the moment while learning and communicating with each other. It is expected that undivided attention will be given during instruction as well as during individual and group activities.

## **EXPECTATIONS (STUDENTS)**

- Students are expected to participate, ask questions, and request assistance when needed.
- Students are expected to participate in and contribute to this course with integrity. Professional behavior will be expected.
- Students are expected to arrive at class prepared and on time. It is expected that students will follow the dress code, respectfully communicate with the instructor and each other, and refrain from using electronic devices for purposes other than classwork.
- Students are expected to complete their own work and submit their own materials. Plagiarism is unacceptable in any form in this course.
- Students are expected to submit assignments and coursework in a timely manner. It is expected that students will fulfill all course requirements missed due to absence or lateness in collaboration with instructor approval.

In this course, it is essential that students read, study, and practice applicable topics and material outside of class to absorb the information, learn the material, and demonstrate proficiency. Materials will be provided in a variety of formats to support the learning process. For each hour spent in class, students should spend (approximately) the same number of hours outside of class studying and practicing the material.

## **POLICIES AND PROCEDURES**

Students are expected to attend and participate in all in-person and virtual classes and related activities. It is essential that students are prepared for class.

- As per school policy, a 100% attendance rate for all courses is required. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or weddings or deaths of immediate family members. Excused absences must be approved by the course

- instructor prior to class. Students are to notify the course instructor as soon as possible in emergency situations. Documentation for excused absences confirming circumstances that caused them are required prior to approval or within a week of returning to school following emergencies. All make-up work, including quizzes, exams, and other assignments, is at the discretion of the course instructor. Please note that work responsibilities, studying for an exam, or attending a family vacation are not excused absences. Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to the *Occupational Therapy Student Manual* with regards to absences/isolation for COVID, colds, and flu symptoms.
- Please note that, should any classes take place online (e.g., via Zoom, Microsoft Teams) due to inclement weather or health contingency plans, attendance policies will remain the same.
  - Unless arrangements are made with the course instructor in advance, assignments submitted after the due date will receive a reduction of one letter grade increment each day following the due date.
  - Per SHU policy, to the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. No photos or videotaping by students is to occur during class time.
  - By participating in the class lectures, students consent to the video and audio recording of said lectures when deemed necessary by the instructor.
  - As part of the requirements of the course, students are expected to participate, whether in person or via virtual communications. At the professor's discretion, they may require students to leave their video and audio devices 'on' during virtual class lectures.
  - All courses follow the University's Academic Integrity Policies as outlined in the *Sacred Heart University Graduate Bulletin* as well as the *Occupational*

*Therapy Student Manual*. Please refer to these documents for policies and procedures regarding professional behavior and academic integrity. Students are also expected to adhere to the American Occupational Therapy Association's Code of Ethics.

- All assignments, unless otherwise specified, must adhere to the *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.) formatting and writing requirements. Please refer to the *APA Manual* for specific guidelines.

### **INDIVIDUAL AND GROUP WORK**

All coursework is to be completed individually as assigned except for specific in-class group experiences and projects. Refer to the *Sacred Heart University Graduate Bulletin* as well as the *Occupational Therapy Student Manual* for specific information regarding policies and procedures regarding professional behaviors and academic integrity.

### **THE CENTER FOR TEACHING AND LEARNING**

The Center for Teaching and Learning (CTL) offers the following services free of charge to all SHU students: 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours led by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology, and genetics; writing support through the Writing Center and online writing lab (OWL). The University encourages all students to proactively seek academic support. The CTL is located on West Campus in suite W-223B. Students can schedule tutoring appointments on the tutoring portal. For more information, please visit the learning support services webpage.

## **ACADEMIC ACCOMMODATIONS AND THE OFFICE OF STUDENT ACCESSIBILITY**

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility. Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact the Office of Student Accessibility.

## **THE OFFICE OF INCLUSIVE EXCELLENCE AND OUR COMMITMENT TO DIVERSITY, EQUITY, INCLUSION AND BELONGING**

Sacred Heart affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from each other. To read more, visit the You Belong at SHU web page. If you have any ideas about ways to enhance your success, please reach out to your faculty or the Program Director. If you feel that you have been mistreated in any way, or are looking for additional information, you are encouraged to contact the Program Director or the Office of Inclusive Excellence.

## **REQUIRED TEXTS**

1. Brown, C. (2022). *The Evidence-Based Practitioner: Applying Research to Meet Client Needs*, 2<sup>nd</sup> Ed. F.A. Davis: Philadelphia.
2. Forister, J.G. & Blessing, J.D. (2020). *Introduction to Research and Medical Literature for Health Professionals*. (5<sup>th</sup> ed). Burlington, MA: Jones & Bartlett.

3. American Psychological Association. (2019). Publication manual of the American Psychological Association (7<sup>th</sup> ed.). Washington DC: Author.

### **RECOMMENDED RESOURCES**

Online research resources:

1. SHU Library (OT Research) - <https://library.sacredheart.edu/otresearch>
2. AOTA's evidence based practice links- <https://www.aota.org/practice/practice-essentials/evidencebased-practiceknowledge-translation>
3. Research Methods Knowledge Base - <https://conjointly.com/kb/table-of-contents/>

### **WEAVING TOGETHER STANDARDS AND LEARNING OBJECTIVES**

Graduate programs in occupational therapy must all meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How these standards are met varies from program to program. In each program, standards must be addressed in at least two courses. This link will allow you to review the [ACOTE standards](#).

The course learning objectives are linked to the ACOTE standards as well as the program's objectives, mission and vision, and the overall curricular design. The chart below shows the connection between the course learning objectives, the program learning objectives, the ACOTE standards that are addressed in this course, as well as how the learning objectives will be met and measured.

All course expectations and learning objectives are designed according to Bloom's Revised Taxonomy Model (Remember, Understand, Apply, Analyze, Evaluate, and Create). This course will facilitate student performance within the following domains:



**Remember** – Recognizing, Recalling

**Understand** – Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, Explaining

**Apply** – Executing, Implementing

**Analyze** – Differentiating, Organizing, Attributing

**Evaluate** – Checking, Critiquing

## COURSE LEARNING OBJECTIVES AND ACOTE STANDARDS

<b>Course Learning Objective</b> (Bloom's Cognitive Process Classification)	<b>Program Objective</b>	<b>ACOTE Standard</b>	<b>Learning Experience</b>	<b>Measurement of Learning</b>
Explain the importance of research in occupational therapy (Remember, Understand)	Engage in continual learning and evidence-based practice with intellectual open-mindedness  Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.2.2. Theory Development  B.6.1 Scholarly Study	Pre-class readings Lecture  In-class activities/ Assignments	Quizzes (Individual and Group)  Exam
Define basic research terms (Remember, Understand)	Engage in continual learning and evidence-based practice with intellectual open-mindedness	B.6.1. Scholarly Study	Pre-class readings Lecture  In-class activities/ Assignments	Quizzes (Individual and Group)  Exam
Identify all basic research designs and validity threats associated with each type	Engage in continual learning and evidence-based practice with	B.6.1. Scholarly Study	Pre-class readings Lecture	Quizzes (Individual and Group)  Exam

**Created by Stefanie Seanor, EdD, MBA, OTR/L**

**OT 503 ©2024 SACRED HEART UNIVERSITY**

(Understand)	intellectual open-mindedness		In-class activities/ Assignments	CAP Assignment
Categorize research designs into major categories and sub-categories (Understand)	Engage in continual learning and evidence-based practice with intellectual open-mindedness	B.6.1. Scholarly Study	Pre-class readings Lecture In-class activities/ Assignments	Quizzes (Individual and Group) TBL Activity Exam
Select appropriate statistics for a given research question (Understand)	Engage in continual learning and evidence-based practice with intellectual open-mindedness	B.1.4. Quantitative Statistics & Qualitative Analysis B.6.2. Quantitative and Qualitative Methods	Pre-class readings Lecture In-class activities/ Assignments	Quizzes (Individual and Group) TBL Activity Exam Research Critique Assignment
Understand the purpose and usage of APA formatting (Understand)	Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally	B.6.3. Scholarly reports	Pre-class readings Lecture In-class activities/ Assignments Journal	Quizzes (Individual and Group) Exam Research Critique Assignment
Interpret ethical issues in research using AOTA's Code of Ethics and the Belmont Report (Apply)	Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally  Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	B.6.5. Ethical Policies and Procedures for Research	Pre-class readings Lecture In-class activities/ Assignments	Quizzes (Individual and Group) Exam Research Critique Assignment NIH training and certification for good clinical practice in

				social and behavioral research
Correctly cite the work of others (Apply)	Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally	B.6.3. Scholarly reports	Pre-class readings Lecture In-class activities/ Assignments	Quizzes (Individual and Group) Exam CAP Assignment
Search effectively for research on topics within occupational therapy (Apply)	Engage in continual learning and evidence-based practice with intellectual open-mindedness  Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.6.1. Scholarly Study  B.6.3. Scholarly reports	Pre-class readings Lecture In-class activities/ Assignments	Quizzes (Individual and Group) Exam TBL Activity Research Critique Assignment
Use research terms correctly in discussion and in writing (Apply)	Engage in continual learning and evidence-based practice with intellectual open-mindedness	B.6.1. Scholarly Study	Pre-class readings Lecture In-class activities/ Assignments	Quizzes (Individual and Group) Exam TBL Activity Research Critique Assignment CAP Assignment
Compare and contrast sources of research and their importance, quality, and relevance (Analyze)	Engage in continual learning and evidence-based practice with intellectual open-mindedness  Demonstrate leadership through scholarship and professional service	B.6.1. Scholarly Study	Pre-class readings Lecture In-class activities/ Assignments	Quizzes (Individual and Group) TBL Activity Research Critique Assignment

Critique research of others (Analyze, Evaluate)	Engage in continual learning and evidence-based practice with intellectual open-mindedness  Demonstrate leadership through scholarship and professional service	B.6.1. Scholarly Study  B.6.5 Ethical Policies and Procedures for Research	Pre-class readings  Lecture  In-class activities/ Assignments	Quizzes (Individual and Group)  TBL Activity  Research Critique Assignment  CAP Assignment
--	---	--	--	--

### DESCRIPTION OF ASSIGNMENTS AND GRADING

ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
APA and Plagiarism Training Courses and Quizzes	These training modules will provide you with important information on scientific writing, APA formatting, and plagiarism. Following completion of each training/module, you will take a quiz associated with the module. Grades will be combined and posted out of a total score of 100 points.	100 points or 10%
Pre-class readings and in-class activities	You will have preparatory work and in-class assignments to complete each week. Your preparation will be assessed by active participation and submission of in-class (individual and group) activities and assignments. (20 assignments at 10 points each)	200 points or 20%
Quizzes	You will take 10 individual quizzes on assigned readings as indicated on the topical outline. (10 quizzes at 10 points each)	100 points or 10%
Research critique assignment	You will read and critique a research article. Accompanying tasks include answering specific quiz questions and writing a short summary using critical analysis.	100 points or 10%

<b>ASSIGNMENT</b>	<b>DESCRIPTION</b>	<b>PERCENT OF GRADE</b>
Critically Appraised Paper (CAP) Assignment	You will be given an article to read and you will fill out the CAP worksheet used by AOTA. You will submit this worksheet to document that you completed the CAP, and then you will answer specific questions on BB about the article	200 points or 20%
Training Programs	Good Clinical Practice eCourse CITI Course – Social and Behavioral Research  Register and complete these basic courses. These courses will provide you with a certificate of completion to acknowledge that you have completed the course. You will post these certificates of completion. These assignments are graded as full credit/no credit.	100 points or 10% (50 points each)
Final exam	The in-class final will include 50 multiple choice questions.	200 points or 20%

### **SUMMARY OF GRADING and DUE DATES**

APA and Plagiarism Trainings	10%	(100 points)
Preparation/In-Class Assignments	20%	(200 points)
Quizzes	10%	(100 points)
Research Article Critique	10%	(100 points)
Trainings	10%	(100 points)
CAP assignment	20%	(200 points)
Final exam	20%	(200 points)