New Course Proposal

Subject   Occupational Ther (Dept-Kines) (695)   **Status**   Under Review by Subject Owner
Proposer   Ruth Benedict

Basic Information

What is the primary divisional affiliation of this course?
Interdivisional

Course Title
Application of Occupational Therapy Evidence in the Practice Environment

Transcript Title (limit 30 characters)
OT Evidence in Practice

Three-digit course number
871

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Fall

Catalog Information

Minimum credits

2

Maximum credits

2

Grading System

A-F

Course Description (will be published in Course Guide)

Multiple sources of evidence in the professional literature will be examined and applied to a specific intervention or topic that is relevant to students' professional development goals and/or capstone project. Appropriate methodologies, analytic tools and procedural reasoning will be leveraged in support of recommendations regarding the application of the intervention or approach in the practice environment.

Does the course have prerequisites or other requirements?

No

List the prerequisites and other requirements for the course

Indicate the component(s) that comprise the course. Check all that apply

Discussion
Lecture
Seminar

Administrative Information

Chief Academic Officer

Ruth Benedict

Designee of chief academic officer for approval authority

Zoe Elizabeth Hurley

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Fall 2017-2018

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?
No

> **Which program?**

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)
The proposed course will be a required course for the Doctor of Occupational Therapy (OTD) program, a clinical doctorate which will prepare graduates for advanced level practice. The OTD will complement current departmental degrees; the MS in Occupational Therapy (MS-OT) and the PhD in Kinesiology-Occupational Science track. The former prepares students to become professional entry-level occupational therapists while the latter trains students in advanced scientific methodology and prepares them for careers as researchers and scholars. The OTD will fill a niche in between the current two programs as a degree for students seeking advanced leadership and practical training. Pending seat availability, students in the MS-OT and PhD programs will have the option of enrolling in this course as an elective.

> **Are any of these programs outside your academic unit?**
> *No*

> **Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).
Required core course for OTD

> **Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**
> *No*

> **Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

Course Content

Describe the course content

In this course, OTD students will identify and critique evidence related to a specific occupational therapy practice intervention to ensure high quality and effective service delivery. The fundamental literature review and critique skills acquired in entry-level training provide a foundation for development of advanced synthesis and application of evidence in environmentally valid contexts. Students will be further challenged to identify and critique evidence in inter-professional settings and consider evidence in light of the broader policy context. Students will be expected to identify pathways for practice improvement, programmatic change or policy adjustment which are grounded in available evidence. Leadership skills will be refined as students identify a specific intervention or approach currently implemented in the practice setting, gather evidence, then critically appraise and analyze the information to determine an effective course of action. Quantitative methods and critical reasoning will support the student's recommendations. The culminating project will be a Critically Appraised Topic using the format from the American Occupational Therapy Association's Evidence Exchange.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

This course builds on the fundamental occupational therapy knowledge of Evidence-based Practice which students acquire in an entry-level MS-OT program (e.g. Occ Ther 671 - Scientific Inquiry in OT I: Evidence-Based Practice). In this advanced course, students will identify an intervention or problem from their current practice setting and conduct a systematic review of the relevant evidence. The review will have direct application to current practice and students will be expected to present the findings to an inter-professional audience in their employment context. There are other UW-Madison courses focusing on evidence-based practice relevant other disciplines, however, these courses: 1) are not specific to occupational therapy practice settings; 2) do not meet the OTD student needs with regard to curriculum sequence (fall) or delivery format (online).

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Karla Ausderau, PhD, OTR, Assistant Professor

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

OTD 871 - Application of Evidence to Practice1.27.17.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The mission of the OTD Program is to expand occupational therapists' knowledge and skills of the health and education delivery systems, the policies influencing transformation of care in these environments and to provide the tools needed to be visionary leaders in inter-professional contexts. In this course students will build competencies in gathering, critiquing, and disseminating the evidence required for quality service delivery. They will also continue to build skills in synthesis, application and leadership in the practice environment.

Provide an estimate of the expected enrollment

15-20

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

In this online course, students will engage directly with content prepared by the course instructor and peers through web-based lecture content, asynchronous online group discussions and periodic synchronous web-based seminars for 5-6 hours per 2 week module. As practicing professionals, the enrolled students will also engage in independent, directed learning activities such as literature review, discussion, self-reflection on learning, peer review, and inter-professional interaction on regarding their selected critically appraised topic. These learning activities will require an additional 10-15 hours per module. Completion of course requirements is expected to involve a total of 18 hours per module for 8 modules.

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Designations

Should this course have the graduate course attribute?

No

    If yes, this course:

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

    What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

    Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

> **Which requirements?**

University of Wisconsin-Madison
Kinesiology Department, Occupational Therapy Doctorate Program

OT 871: Application of Occupational Therapy Evidence in the Practice Environment
Fall Semester, 2017, 2 Credits

COURSE INSTRUCTOR:
Karla Ausderau, PhD, OTR/L
608-262-0653
kausderau@wisc.edu
Office hours/Chat hours: TBD and By Appointment

The course instructor will be available online during regularly scheduled office hours during which you may use the instant messaging/chat feature to communicate. If you are not able to meet during scheduled office hours, you may arrange an individual appointment with the course instructor or send questions via email.

COURSE DESCRIPTIONS AND OBJECTIVES

Course Description
Identifying and critiquing evidence related to occupational therapy practice is important to ensure high quality and effective service delivery. In entry-level occupational therapy programs, students learn fundamental skills in critiquing the literature relevant to particular occupational therapy interventions and interpreting the implications for future practice. In this course, students will develop advanced skills in the application of evidence in environmentally valid contexts. Students will also learn to share the evidence in inter-professional settings. In addition, students will learn to critique current professional evidence-based practices and identify pathways for improvement. Students will identify ways they can be leaders in evidence-based practice in their work environment and greater professions. Students will identify a specific occupational therapy intervention or approach currently applied in their work setting. Selecting an intervention or topic relevant to their professional development goals and capstone project will be encouraged. Students will gather evidence from practice and the research literature, then critically appraise and analyze the information to determine the effectiveness of the intervention. Finally, the students will apply quantitative methods and critical reasoning to support a recommendation regarding the use of the intervention or approach in their practice environment. The culminating project will be a Critically Appraised Topic using the format from AOTA's Evidence Exchange.

OTD Graduate Learning Outcomes
This course is designed to address the following OTD Program learning goals:
1. Articulate and apply underlying theories, concepts and techniques of occupational therapy intervention to health promotion and well-being for the prevention of disease and dysfunction.
2. Formulate systems to gather, analyze and interpret data from a practice setting.

3. Translate evidence into best practice for the continued development of the profession.
4. Empirically monitor client progress and treatment efficacy in practice.
5. Synthesize current knowledge, available evidence and responses to interventions to inform new approaches to practice problems.

Course Objectives

Upon course completion, the student will be able to:
1. Effectively locate, interpret, and evaluate evidence related to occupational therapy and inter-professional practices.
2. Identify issues and challenges pertaining to generation and evaluation of evidence for health promotion and client-centered practice.
3. Critique, synthesize, and discuss literature from interdisciplinary sources.
4. Analyze evidence-based practice embedded in inter-professional settings, identifying barriers and facilitators to the application of the evidence to practice settings.
5. Complete a Critically Appraised Topic on a specific practice problem, intervention or approach that is related to their current area of practice.

PREREQUISITE KNOWLEDGE

Academic Knowledge

Degree in Occupational Therapy, Master's degree in OT or equivalent per Admissions requirements

Minimum Technical Skills

1. Using Canvas at the UW-Madison
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats; Copying and pasting content; Using review and tracking features to edit and comment within documents
5. Downloading and installing software
6. Using spreadsheet programs

COURSE OPERATION

Class Meeting

This course is offered in an online format. Students will be required to participate in synchronous and asynchronous online discussions or presentations of material. See course schedule for detail.

You are expected to have completed all assigned materials in advance of the relevant class session. If an extenuating circumstance arises and you are unable to attend a scheduled synchronous lecture, discussion or activity, inform the course instructor in advance so that adjustments to the planned activity structure can be made.

Course Format

This class will use online lectures, videos, interactive discussions, readings, and assignments to accomplish course objectives.

COURSE POLICIES

Academic Honesty and Integrity
Unless clearly indicated by the instructor in writing, all assignments and quizzes should be completed independently. You are required to adhere to all University, School of Education, Department of Kinesiology and OT Program standards regarding academic integrity. If you are not familiar with these standards, you are responsible for accessing, reading and understanding them.

> University academic standards are outlined in Chapter 14 of the Wisconsin Administrative Code (UWS 14). Further information detailing University policies and procedures related to these standards is available at the Dean of Students Office, 75 Bascom Hall. Online documents include:
> *Student Code of Conduct* (http://www.wisc.edu/students/saja/misconduct/misconduct.html),
> *Academic Misconduct* (http://www.wisc.edu/students/saja/misconduct/academic_misconduct.html), and
> *Student Academic Misconduct Policy & Procedures* (http://www.wisc.edu/students/pdf/UWS-14%20Policy%20&%20Procedures.pdf).
> OT Program standards are defined in *OT Student Handbook*
> *(link to be added when Handbook is complete)*

As members of a scholarly community dedicated to healthy intellectual development, students and faculty are expected to share responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise.

The following are examples of violations of standards for academic honesty and are subject to sanction: Using resources beyond those specified by the instructor during exams; submitting collaborative work as one's own; falsifying records, achievements, field or laboratory data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism, or aiding in any of the above actions.

Quoting and Paraphrasing
To assist you in making certain that work you submit includes proper recognition of sources that you have used, a helpful resource is *Quoting and Paraphrasing Sources* from the UW Writing Center's *Writer's Handbook* (http://www.wisc.edu/writing/Handbook/QuotingSources.html). It clarifies standards for using references.

Collaboration and Sharing Course Material
Group study and discussion can substantially enhance student learning and the subject matter covered in this course frequently lends itself well to such group consideration. You are permitted – in fact, you are encouraged – to discuss course material with your classmates, your practice colleagues and others. However, with the exception of lecture notes or when specifically noted by the course instructor, you are not permitted to share materials related to course assignments, background questions, papers, or exams. This includes all draft and all finished work that you produce, in written and/or electronic form. In addition, you are not allowed to post any course material, including but not limited to power points, online discussions, assignments (guides or actual assignments) or readings on ANY internet or public location. If you have any questions regarding this policy in general or how it applies to a specific situation, you are responsible for asking the course instructor for clarification before you collaborate or share any material related to class.

Academic Dishonesty

Academic Dishonesty during any component of the course may result in a course letter grade of F, and/or other disciplinary action as determined by the course coordinators. All violations of Academic Standards will be vigorously pursued since violation of the Academic Standards indicates serious character flaws incompatible with professional education.

Assignment Submission

All assignments should be completed by the assigned due date and time as well as submitted according to instructions in the assignment guidelines. Points will be deducted for late assignments. Reading assigned material prior to class lectures or discussions is essential to understanding course concepts and demonstrating acquired knowledge during assignments.

Class Decorum

Behavior that is appropriate in a health professional program is the same as behavior that is appropriate in professional practice: respectful, attentive, and well-mannered. Passive incivilities (e.g., lateness, inattention), disruptions (e.g., cell phone use, conversations during class), and overt incivilities (e.g., vulgarity, insulting comments, physical threats) all indicate disrespect. Such unprofessional behavior – whether directed toward class colleagues or course staff – is not acceptable and will be dealt with as necessary.

Course Communication

Email and news or information postings on the course webpage will be the primary means for communication. It is imperative that you check these sources regularly. Faculty will respond to student emails as quickly as possible and generally within 24 hours. Emails received on the weekend, may not be responded to until the following Monday. Communications regarding any changes in course assignments, grading, or scheduling may be done during synchronous class discussion and will be provided in written form as well.

Accommodation for Full Inclusion

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Disability Resource Center (702 W. Johnson Street, Suite 2104, Madison, WI 53715; web site-http://www.mcburney.wisc.edu/; phone-608-263-2741; tty-263-6393; fax-265-2998; email-FrontDesk@mcb.wisc.edu) to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (UW-Madison Committee on Access and Accommodation in Instruction).

Rescheduling Course Activities Due To Student Absence

No exam, exercise or assignment will be rescheduled, except under extenuating circumstances. If extenuating circumstances occur (e.g., documented illness, hospitalization, official school business, death in family), the course instructor might elect to reschedule an assignment, exercise, or exam for the affected student. Rescheduling will be considered only if you have notified the course instructor prior to the relevant due date. At a minimum, you (or a friend, roommate, family member, etc.) must email the course instructor regarding the situation. No rescheduled activity or due date will be rescheduled a second time.

Technology

Students must comply with all applicable laws as well as with all University and School policies with regard to appropriate use of information technology and Internet content. They must exercise professional judgment when using information technology and take full responsibility for all electronic materials that they publish, transmit or possess. Students may not upload, post or transmit (including via email and social networking sites) content that is deemed inappropriate including any material that may be considered fraudulent, harassing, defamatory, or obscene; that is invasive of another's privacy; that promotes illegal behavior, refers to alcohol use, or promotes any commercial interest; or that accesses or distributes unauthorized course material. Students may not access, install, use or share any materials (e.g. written materials, images, movies) that violate applicable copyrights or license agreements. Students may not disrupt or interfere with the work of other students, faculty, or staff.

Netiquette

 As a respectful community of adult learners it is important to remember some basic netiquette principles:

- In an on-line class, our main mode of communication is written. Therefore, it is important that you re-read your written communication. The "tone" is a very important part of electronic communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?
- When writing a reply posting, delete all extraneous information except the specific phrase, sentence, or comment to which you are replying. This not only helps the reader know what you are replying to, but also helps the reader save time by not wading through a long post, or worse, the entire included thread. It also makes it quicker for classmates to download or print a particular posting.
- Be specific, especially when asking questions.
- Humor can be difficult to convey in text, so make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.
- Assume the best intentions of others in the class and be forgiving when you think that the tone of someone's post is offensive. It is easy to misread the tone of someone's written communication. If in doubt, ask an open, honest question about what the person meant so that you can clarify before making assumptions that damage your perception of your colleague.
- Stick to standard fonts -- Times New Roman, Arial, Helvetica, 12 or 14 pt. -- and colors -- black or blue.
- DON'T WRITE THE ENTIRE POSTING WITH YOUR CAPS LOCK ON. USE OF CAPS IS CONSIDERED YELLING IN ONLINE COMMUNICATION.

Grammar, Spelling and Fonts

Your writing style should not detract from the message. Clear communication is an essential skill for all professionals. Slang, abbreviations or incorrect grammar do not demonstrate professionalism. Use the spell check in your word processing program.

Grievance Procedures

Students who have a concern about fair treatment may convey their concern and receive a prompt hearing of their grievance. Complaints may be related to grades, classroom treatment, program admission, or other issues. A detailed description of School of Education Procedures may be found at:
http://handbook.education.wisc.edu/GrievancePolicy.ashx

RESOURCE MATERIALS

Required Text
Law, M. & MacDermid, J. (2014). *Evidence-based rehabilitation: A Guide to Practice* (3rd Edition). Thorofare, NJ. Slack.

Non-Textbook Required Readings
Additional readings will be posted on the course website throughout course.

Course Website
The course has a website on Canvas, which provides access to important class documents such as the syllabus, assignment guides, case studies, and links to resources. Grades will also be posted on the site. All students enrolled in the course should be listed on the site. Please check that you have access to the website within the first 48 hours of class opening. If you are not able to log on, notify the instructor immediately. The website will be updated regularly and, therefore, it is important to check the website multiple times a week.

Canvas provides multiple tools on the course website to negotiate technical difficulties. On the right hand side of the Canvas course website, click on the question mark enclosed in the circle. You will be see a range of support options. Please don't hesitate to use the Canvas Support Hotline or the Chat with Canvas Support option. Usually the Chat with Canvas Support provides immediately LiveChat with a Canvas Support person.

Technical Support
DoIT's Help Desk is available via LiveChat, phone and email for 19 hours a day, seven days a week, for walk-in customers eight hours a day, five days a week, and via a Web knowledgebase at all hours. The Help Desk knowledgebase has more than 3,000 documents, which were accessed online more than three million times during the year. See https://kb.wisc.edu/helpdesk/
Phone: 608-264-4357
Email: help@doit.wisc.edu (Response may not be immediate)

To chat with the Help Desk staff, click the LiveChat icon to initiate a chat session. Then, simply fill out the short form to start chatting with a Help Desk technician.
- LiveChat is available from 8am-10pm, 7 days a week (excluding holidays)
- No account information may be given out via LiveChat
- Users of LiveChat must be affiliated with the UW and have a valid NetID

If you have problems initiating a LiveChat session, or need assistance with your NetID, password, or other account information, please call the DoIT Help Desk at +1-608-264-4357 (264-HELP)

Course specific Technology questions may be directed to:
Karla Ausderau, PhD, OTR/L
608-262-0563
kausderau@wisc.edu

Division of Continuing Studies
608-262-1156
info@dcs.wisc.edu

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Discussion Leadership/Participation	Bi-weekly	20%
Self/Content Reflection Journals	Bi-weekly	10%
Implementation of Evidence-Based Practice Introduction	Module 1	5%
Topic and Focused Question	Module 2	5%
Systematic Search Strategy	Module 3	5%
Literature Review Summary (informs Clinical Scenario)	Module 3	5%
Critically Appraised Paper	Module 4	10%
Summary of Key Findings	Module 5	5%
Interpretation of Findings/Clinical Bottom Line	Module 6	5%
Presentation of Critically Appraised Topic	Module 7	10%
Critically Appraised Topic –Final Project	Module 8	15%
Implementation of Evidence-Based Practice Summary	Module 8	5%
Total		**100%**

Class content and assignments are organized within eight modules and each module lasts approximately 2 weeks.

Assignment Descriptions

- **Discussion Leadership and Participation** - All modules will include on-line discussion questions that will be generated by the instructor or students. Discussion will primarily focus on current research literature related to students' areas of practice; providing the opportunity for peer discussion and critique of current practice areas. Each student is required to post at least one primary comment that represents his/her position and/or thoughts about the discussion question. This primary post is to be approximately 200 words in length. The deadlines for posting are in the course schedule section of the syllabus. The instructor and students will collaboratively be responsible for the discussion questions and supporting readings.

  As well, it is required that each student make 2 other comments/reactions/questions regarding the posts of colleagues (of approximately 50 words in length). These responses are expected to contribute to the discussion. You are encouraged to participate to a greater extent on the discussion board questions.

  While it is alright to share opinions, the primary goal of the discussions is to engage in critical and creative thought related to course content and your professional goals. *You must include at least one peer-reviewed reference with at least one of your weekly responses.* The reference must be provided in APA format at the end of the comment. More guidelines on the weekly discussions will be provided in Canvas.

- **Self/Content Reflection Journals** - Each student will write a bi-weekly reflection journal (one for each module). The reflection can be about anything that he/she found particularly interesting or important from the week's readings, discussions and/or application of content to practice. Each journal is to be approximately 400 words in length. The deadline for posting your weekly journal entry is Saturday by 11:59 pm. The journals will not be posted for general viewing.

- **Implementation of Evidence-Based Practice Introduction**- Purpose of this assignment is to share with classmates and instructor information about your 1) current practice setting, 2) professional support for implementing evidence-based practice, 3) your role in evidence-based practice at your setting and professionally, and 4) an analysis of current evidence-practices at your professional environment. Create a Movenote that addresses those four points.

  Movenote allows you to send a video message accompanied with a Power Point slide show. For this assignment your Movenote presentation should be 7-minutes or less. Please create 5 to 10 slides for this presentation. You should use your 7-minute narration to describe your slides in detail.

  When using Movenote it's best to complete your slides first in Power Point and then save the PP files as a pdf file before uploading to Movenote. For some reason pdf files work better in Movenote and the text & images don't move around when they're uploaded. You can sign up for Movenote at: http://www.movenote.com/. Movenote should take you less than a half hour to master.

  Listen to each other's Movenote messages to be prepared for discussion.

- **Critically Appraised Paper (CAP) -** You must complete a Critically Appraised Paper worksheet on an article that is relevant to your Critically Appraised Topic Review. Please use the professional guidelines laid out at AOTA's Evidence Exchange (http://www.aota.org/Practice/Researchers/Evidence-Exchange.aspx). Examples and copies of the current CAP worksheet will be available on Canvas. You may not duplicate CAP worksheet that has already been accepted to the AOTA's Evidence Exchange.

- **Critically Appraised Topics (CATs)** – According to AOTA, a CAT is "an 'at-a-glance' critical appraisal and synthesis of articles selected to answer a focused question. These brief, user friendly, and comprehensive summaries include key findings and the bottom line for occupational therapy practice." During this course, you will complete a CAT on a topic of your interest and related to your current practice setting. CATs are currently part of AOTA's Evidence-Based Practice Tools and Resources as well as other occupational therapy organizations and allied health professionals' resources. You may not duplicate a Critically Appraised Topic that is already posted on AOTA or the Australian Occupational Therapy/CATS (http://otcats.com/index.html). You will have supporting assignments throughout the course that contribute to your final CAT that is due toward the end of the course. The assignments are briefly outline below, but complete assignment guides are available on Canvas.

  o **Research Topic and Focused Question**-Develop a Focused Question using the PICO format that is directly related to your area of practice and is consistent with both OT Practice Framework and the International Classification of Functioning Disability and Health. As you develop the question, think about a clear definition of the intervention/s (e.g. driving assessment), the problem/s the intervention is designed to address (e.g. unsafe driving), the possible outcomes of the intervention (e.g. identifying risk for unsafe driving) and with which population (e.g. elders post-stroke). The research question, in this case, might be: "Does

evidence support the use of driving specific assessments (versus generic cognitive and perceptual tests) for identifying risk for unsafe driving following a stroke among individuals over 50 years of age?" However, you may also have a more general question such as "What is the evidence for the effectiveness for intervention used in occupational therapy to improve feeding, eating, and swallowing for children from birth to age 5?". Include relevant inclusion and exclusion criteria related to your question. The question will provide the foundation for your Critically Appraised Topic.

- o **Systematic Search Strategy** – Using the strategies learned through the assigned readings and Library instruction, develop and refine a literature search strategy. To complete the assignment, include: 1) the MESH terms and subject keywords used in each search; 2) how terms and keywords were combined; 3) full and specific details of the search databases; 4) the results of the search (including the quality & quantity of articles retrieved); and 5) a reference list in APA style of the articles included.
- o **Literature Review Summary (informs Clinical Scenario)** – You will complete a literature review for your Focused Question. Critically synthesize the relevant background information, focusing on peer-reviewed literature to tell your audience what is known about the problem, what is not, and how your CAT will contribute to the literature. The literature review will be contribute to the Clinical Scenario section of your final CAT.
- o **Summary of Key Findings** - Complete an Evidence Table in a concise format using APA style (6th ed). An example and further details are provided on Canvas. You will also need to group and summarize the main findings, strength of evidence and relevance to key groups in a brief narrative format.
- o **Interpretation of Findings (informs Clinical Bottom Line)** - Situate your findings in the broader literature and tell us what your findings mean, specifically related to occupational therapy. Discuss limitations at a review level and study level when appropriate. Provide a conclusion that gives a very brief summary, tells the reader if and what type of research is needed in the future, potentially related to general strengths and weaknesses, and how can it be applied to practice.

- **Presentation of Critically Appraised Topic** – You must do an oral presentation and lead a discussion on your CAT with an inter-professional audience, preferably in your professional setting. You will need to video tape your presentation for the instructor's review as well as have audience members complete a feedback form. The instructor will work with each student to ensure she/he has an opportunity to present to their peers.

- **Implementation of Evidence-Based Practice Summary**- Purpose of this assignment is to share with classmates and instructor how what you have learned in class may apply to your work setting or potentially change your practice. Create a Movenote presentation that is 7-minutes or less using approximately 5 to 10 slides. The presentation should address the following points 1) a re-analysis of current evidence-practices at your professional environment, 2) what practices you may or may-not suggest changing and how or why, and 3) potential future leadership roles related to promoting evidence-based practice in your professional setting or the larger occupational therapy community.

Assignment Submission
Unless otherwise stated, each assignment must be electronically submitted to the course website prior to the assigned due date and time. **Assignments turned in late will not receive full credit.** For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. **Assignments will NOT be accepted more than three days late.**

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines:

1. All assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as appropriate.
5. Except for assignments to be written as occupational therapy documentation or otherwise specified, following the guidelines in the APA manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.
6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.

STUDENT EVALUATION

GRADING CRITERIA:

A   = 94-100%
AB   = 90-93.99%
B   = 84-89.99%
BC   = 80-83.99%
C   = 70-79.99%
D   = 60-69.99%
F   = below 60%

*Grades will not be "rounded up".

COURSE SCHEDULE

Module	Readings	Activities/ Assignments
Module 1: **Class and Syllabus Overview** **Review of Evidence Based Practices (EBP)** **Developing a PICO Question**	**Explore:** Text Law, M. & MacDermid, J. Chapters 1-Evidence-Based Practice, 3-Becoming an Evidence-Based Practitioner, and 5-Asking Clinical Questions and Searching for Evidence Supplementary Article/s and Materials: Schaffer, M. A., Sandau, K. E., & Diedrick, L. (2013). Evidence-based practice models for organizational change: overview and practical applications. *Journal of advanced nursing*, 69(5), 1197-1209. Marr, D. (2017). Fostering Full Implementation of Evidence-Based Practice. *American Journal of Occupational Therapy*, 71(1), 7101100050p1-7101100050p5. Hinojosa, J. (2013). The evidence-based	**Engage:** Identify an intervention, approach or problem related to current area of practice. Complete Scavenger Hunt on resources available at the AOTA's Evidence Exchange. Review Discussion Guidelines and students sign up to lead Discussions for the remaining Modules. **ASSIGNMENTS DUE:** Implementation of Evidence-Based Practice Introduction Ongoing Discussion and Self/Content Reflection

	paradox. *American Journal of Occupational Therapy*, 67(2), e18-e23. AOTA Journal Club Toolkit http://www.aota.org/practice/researchers/journal-club-toolkit.aspx AOTA Evidence Exchange http://www.aota.org/practice/researchers/evidence-exchange.aspx	

Module 2:
Levels and
Sources of
Evidence
 	
Systematically
Searching the
Literature
	Explore:
	<u>Text</u>
	    Law, M. & MacDermid, J.
	    Chapters 6-Evaluating the Evidence and
	    7-Systematically Reviewing the
	    Evidence
	
	<u>Supplementary Article/s and Materials</u>
	Tomlin, G., & Borgetto, B. (2011).
	Research pyramid: A new evidence-based
	practice model for occupational therapy.
	American Journal of Occupational
	Therapy, 65(2), 189-196.
	
	Satterfield, J. M., Spring, B., Brownson, R.
	C., Mullen, E. J., Newhouse, R. P., Walker,
	B. B., & Whitlock, E. P. (2009). Toward a
	transdisciplinary model of evidence-based
	practice. Milbank Quarterly, 87(2), 368-
	390.
	
	OTseeker
	(http://www.otseeker.com/default.aspx)
	
	The Cochrane Collaboration
	(http://www.cochrane.org/cochrane-
	reviews)
	
	World Health Organization (2002).
	Towards a common language for
	functioning, disability and health: ICF.
	
	To be determined by instructor and
	student Discussion Leader
		Engage:
		Complete Matching the Levels of
		Evidence Activity
		
		Listen to *Searching the Literature*
		Podcast
		
		Searching the Literature: Synchronized
		Question and Answer with Michael
		Venner
		
		ASSIGNMENTS DUE:
		Topic and Focused Question
		
		Ongoing Discussion and Self/Content
		Reflection

Module 3:
Reviewing and
Interpreting the
Literature: Inter-
professional
Resources
	Explore:
	<u>Text</u>
	    Law, M. & MacDermid, J.
	    Chapters 8-Evaluating the Evidence:
	    Economic Evaluation, and 9-Knowledge
	    Translation
	
	<u>Supplementary Article/s</u>
	Zwarenstein, M., & Reeves, S. (2006).
	Knowledge translation and
		Engage:
		Find at least three articles from non-
		occupational therapy sources that
		contribute to your literature review
		
		Interview a non-occupational therapy
		professional from your work setting on
		how they access and implement
		evidence-based resources

		ASSIGNMENTS DUE:
	interprofessional collaboration: Where the rubber of evidence-based care hits the road of teamwork. *Journal of Continuing Education in the Health Professions*, 26(1), 46-54. AOTA Evidence Exchange (CAP worksheet) http://www.aota.org/practice/researchers/evidence-exchange.aspx To be determined by instructor and student Discussion Leader	**ASSIGNMENTS DUE:** Systematic Search Strategy Ongoing Discussion and Self/Content Reflection
Module 4: Evaluating the Evidence	**Explore:** <u>Text</u> Law, M. & MacDermid, J. Appendix A to E (Forms and Guidelines for reviewing clinical measures, outcomes measures, qualitative studies, quantitative studies, and interventions) <u>Supplementary Article/s</u> To be determined by instructor and student Discussion Leader	**Engage:** Research Design Quiz Identify the Levels of Evidence for the peer-reviewed articles that will be included in your CAT Exchange two articles with a peer to evaluate Levels of Evidence **ASSIGNMENTS DUE:** Literature Review Summary CAP Worksheet Ongoing Discussion and Self/Content Reflection
Module 5: Interpretation and Dissemination	**Explore:** <u>Text</u> Law, M. & MacDermid, J. Chapters 10- Strategies to Build Evidence into Practice and 11-Evidence Synthesis Pracice Tools: Guidelines, Algorithms, Clinical Pathways, Prediction Rules, and Ptient Decision Aids <u>Supplementary Article/s</u> Fineout-Overholt, E., Gallagher-Ford, L., Melnyk, B. M., & Stillwell, S. B. (2011). Evidence-based practice, step by step: evaluating and disseminating the impact of an evidence-based intervention: show and tell. *The American Journal of Nursing*, 111(7), 56-59. To be determined by instructor and student Discussion Leader	**Engage:** Complete the Evidence Dissemination Worksheet for your topic and area of practice Write a letter of recommendation for services based on the case study and provided resources **ASSIGNMENTS DUE:** Summary of Key Findings Ongoing Discussion and Self/Content Reflection
Module 6: Presentation of Findings and	**Explore:** <u>Text</u> Law, M. & MacDermid, J.	**Engage:** Develop discussion questions and peer-review worksheet for oral presentation

Making Recommendations	Chapter 12-Communicating Evidence to Clients, Managers, and Funders Supplementary Article/s To be determined by instructor and student Discussion Leader	Write a letter of recommendation for services based on the case study and provided resources **ASSIGNMENTS DUE:** Interpretation of Findings/Clinical Bottom Line Ongoing Discussion and Self/Content Reflection
Module 7: Moving Evidence into Practice	**Explore:** Text Law, M. & MacDermid, J. Chapter 13-Moving Evidence into Practice: Case Examples of Knowledge-to-Action Cycle at Work Supplementary Article/s Agency for Healthcare Research and Quality (https://www.ahrq.gov/) To be determined by instructor and student Discussion Leader	**Engage:** Provide peer feedback on CAT presentation Develop a brief proposal on implementing new applications of evidence-based practice into your work setting using provided structure. **ASSIGNMENTS DUE:** Presentation of Critically Appraised Topic Ongoing Discussion and Self/Content Reflection
Module 8: Inter-professional Leadership Pathways in Evidence-Based Practice	**Explore:** Text Stetler, C. B., Ritchie, J. A., Rycroft-Malone, J., & Charns, M. P. (2014). Leadership for evidence-based practice: strategic and functional behaviors for institutionalizing EBP. *Worldviews on Evidence-Based Nursing*, 11(4), 219-226. Reichenpfader, U., Carlfjord, S., & Nilsen, P. (2015). Leadership in evidence-based practice: a systematic review. *Leadership in Health Services*, 28(4), 298-316. Supplementary Article/s To be determined by instructor and student Discussion Leader	**ASSIGNMENTS DUE:** Critically Appraised Topic –Final Project Implementation of Evidence-Based Practice Summary Ongoing Discussion and Self/Content Reflection