OCC THER 771: EVIDENCE BASED PRACTICE 1: BASICS

In Workflow

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New Course Proposal

Date Submitted: Thu, 21 Nov 2019 19:41:23 GMT

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Changes proposed by: sgartland

Proposal contact information:

Name

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Type of approval

Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

Yes

Basic Catalog Information

First Available Term

Fall 2020 (1212)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate or professional students only

Subject

OCC THER - Occupational Ther (Dept-Kines)

Course Number

771

Is this course crosslisted?

No

Course Title

Evidence Based Practice 1: Basics

Transcript Title

EBP I: Basics

Course Description

Provides the opportunity to establish or advance understanding of evidence-based practice through critical exploration of research ethics and approaches. Critically review literature relevant to occupational therapy and determine how research findings can inform practice. First in the evidence-based practice sequence leading to the development of a proposal and completion of a scholarly study.

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate program

Grading Basis

A/F

Component Type

Lecture section is scheduled

Credits

3

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to provide basic information on evidence based practice with occupational therapy.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

6

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

Occ Ther 771 Evidence Based Practice 1: Basics does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training , Physical Therapy, and Communication Disorders has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

What subjects (if any) outside your department might be interested in this course?

Subjects outside of unit
PHY THER - Physical Therapy
CS&D - Communication Sci. & Disorders

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Demonstrate an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.	Graduate
2	Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	Graduate
3	Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.	Graduate

4	Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.	Graduate
5	Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This including, level of evidence, validity of research studies, strength of the methodology, and relevance to the profession of occupational therapy	Graduate
6	Locate, select, analyze, and evaluate scholarly literature to make evidence based decisions.	Graduate
7	Provide foundational knowledge to set the groundwork for future scholarly work in 772 & 773: Design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

OCC THER_771_Syllabus.pdf

Key: 13218

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 771
Evidence Based Practice 1: Basics
Fall 1

3 Credits
Course is 3 credits and requires 135 hours of active learning. Approximately 45 hours will be spent in class and the rest of those (90) hours will be outside of class. In this course students will engage in reading, lectures, learning activities, quizzes, written assignments, and asynchronous and synchronous class discussions facilitated by the course instructor.

Canvas Course URL: https://canvas.wisc.edu/courses/xxxxxx?

Meeting Time and Location: TBD

Instructional Mode: Face to face and some online

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Instructor Name, Degrees
Position Title
608-xxx-xxxx
email @wisc.edu

Office hours/Chat hours: By Appointment

The course instructor will be available regularly in class and online to check messages and engage in discussions. You may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication is encouraged.

OFFICIAL COURSE DESCRIPTION

Provides the opportunity to establish or advance understanding of evidence-based practice through critical exploration of research ethics and approaches. Critically review literature relevant to occupational therapy and determine how research findings can

inform practice. First in the evidence-based practice sequence leading to the development of a proposal and completion of a scholarly study.

Requisites: Declared in Entry Level Occupational Therapy Doctorate program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Demonstrate an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health. (B.6.5)*
2. *Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice. (B.1.4)*
3. *Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. (B.4.6)*
4. *Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. (B.4.7)*
5. *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 level of evidence, validity of research studies, strength of the methodology, and relevance to the profession of occupational therapy (B.6.1)*
6. *Locate, select, analyze, and evaluate scholarly literature to make evidence based decisions. (B.6.1)*
7. Provide foundational knowledge to set the groundwork for future scholarly work in 772 & 773: *Design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).*

   This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard. (B.6.1)

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Written Critique, Application, and/or Analysis of Reading	Weekly (up to 3)	15%
Scientific Literature Search on a Topic of Interest to a Local Clinician	End of Module 4	15%
Midterm Exam	End of Module 6	20%
Written Report: Case Study on Assessment Scores and Interpretation	End of Module 10	25%
Final Project: **IRB**	Finals week	25%

Proposal/Application		
Total		**100%**

Assignments are organized within 11 modules and each module lasts 1-2 weeks.

Written Critique, Application, and/or Analysis of Reading- Over the course of the semester, students will complete and **submit 3 written critiques of the reading**. Students can select which class periods to write a reading critique. Each reading critique will be 300 words maximum and will describe what you learned from the assigned readings for that class period and any remaining questions you have after the readings. Learning outcomes addressed in this assignment include understanding how to critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge (ACOTE B.6.1).

Scientific Literature Search on a Topic of Interest to a Local Clinician (Group Assignment) – The purpose of this assignment is to apply the strategies learned through the assigned readings and Library instruction to develop and refine a literature search pertaining to a topic of interest provided by a local clinician. Clinicians have been asked to provide these topics of interest. 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) Annotated results of the search (including the quality & quantity of articles retrieved);
5) Summary of the evidence for the topic of interest.

Learning outcomes addressed in this assignment include demonstrating proficiency in locating, selecting, analyzing, and evaluating scholarly literature to make evidence based decisions (ACOTE B.6.1).

Midterm Exam– The midterm exam is a multiple-choice exam administered online. The questions will cover the lectures, assigned readings and class activities. You will be able to use class resources (lecture, readings, notes) for the exam, but you are expected to work independently without support from your classmates or anyone else. Prior to the exam, the instructors will provide further detail on how much time to allow for taking the midterm exam. Learning outcomes addressed in this assignment include critiquing quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge (ACOTE B.6.1) and demonstrate an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health. (ACOTE B.6.5).

Written Report: Case Study on Assessment Scores and Interpretation – The purpose of this assignment is to apply information learned about tests and measurements in OT to a clinical case study in order to demonstrate sound rationale for assessment selection, sound assessment interpretation, and sound clinical recommendations based on the assessment results. The report must articulate why this assessment was chosen for the client (evidence of assessment efficacy and appropriateness), what the assessment scores were, how the assessment scores should be interpreted, and a treatment recommendation based on the assessment scores. Learning outcomes addressed in this assignment include (1) Demonstrating the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice (ACOTE B.1.4), (2) Collecting, analyzing, and reporting data in a systematic manner for

evaluation of client and practice outcomes. Report evaluation results and modify practice as needed (ACOTE B.4.6), and (3) Interpreting criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity (ACOTE B.4.7)

Final Course Project: IRB Proposal/Application – The purpose of this assignment is to apply information learned about research ethics, proposal writing, and rigorous scientific inquiry related to occupation/occupational therapy to complete a template for an IRB application (in line with the Social Behavioral/Educational IRB application) for a research study your group is proposing to perform. You do not actually have to intend to carry out this proposal in your research. The template will be provided to your group and will **not** be an actual IRB application in arrow.wisc.edu. Learning outcomes addressed in this assignment include demonstrating an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health. (ACOTE B.6.5)

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website by 11:59 p.m. on the assigned due date. In order to ensure equitable grade assignment, all assignments must be turned in on the due date. **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 one week 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.

GRADING

Course grading is based on the successful completion of all assignments and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

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

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

- Portney, L.& Watkins, M. (2008). Foundations of Clinical Research: Applications to Practice (3rd Edition). Saddle River, N.J.: Prentice Hall.
- Taylor, R. (2017). Kielhofner's Research in Occupational Therapy: Methods for Inquiry for Enhancing Practice. Philadelphia, PA: F.A. Davis.
- American Occupational Therapy Association (AOTA) student membership, 1 year. Please go the AOTA membership website to obtain your student membership. If you have any questions or need assistance, please reach out to the professor or teaching assistant. **Please upload your AOTA member number to Canvas by the second day of class.**

Recommended Textbook

- American Psychological Association. (2019). Publication Manual of the American Psychological Association, Seventh Edition. New York: American Psychological Association.
- UW-Madison Writing Center Handbook available at http://writing.wisc.edu/Handbook/index.html

Required Software

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube
- Adobe Acrobat
- Microsoft Word, Excel

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "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 Center 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." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

COURSE SCHEDULE

Modules: TOPIC Objectives	Readings	Activities
Module 1: **COURSE OVERVIEW & FOUNDATIONAL SKILLS** • **Identify course expectations and assignments** • **Discuss course engagement and classroom environment** • **Gain basic knowledge of how to read and engage published research** • **Understand the relevance of research/evidence to the profession of occupational therapy** • **Identify key components of evidence-based practice**	Textbooks: • Taylor, R. (2017). Chapter 1. Occupational Therapy: An Evidence-Based Practice Profession • Taylor, R. (2017). Chapter 4.Reading and Understanding Published and Presented Research. E-articles (posted in Canvas): • How to Read and Comprehend Scientific Research Articles https://www.youtube.com/watch?v=t2K6mJkSWoA • Infographic: How to read a scientific paper https://www.elsevier.com/connect/infographic-how-to-read-a-scientific-paper Resources to Explore throughout Course • AOTA Evidence Exchange http://www.aota.org/practice/researchers/evidence-exchange.aspx • The Cochrane Collaboration https://www.cochrane.org/evidence/featured • World Health Organization (2002). Towards a common language for functioning, disability and health: ICFhttp://www3.who.int/icf/beginners/bg.pdf	• ENGAGED PARTICIPATION • CLASS STRUCTURE • SYLLABUS SPEED DATING • HOW TO MORE EFFECTIVELY READ A SCIENTIFIC ARTICLE • MODELS OF EBP
Module 2: **RESEARCH ETHICS** • **Understand the importance of upholding research ethics** • **Identify the key components of the Principles of Belmont** • **Understand the role of the Institutional Review Board (IRB) in upholding high ethical standards in research** • **Understand the core principles of informed consent**	Textbooks: • Taylor, R. (2017). Chapter 14. Ensuring ethical research • Portney, L.& Watkins, M. (2008). Chapter 3: Ethical Issues in Clinical Research Discussion Prep: • Find and post a recent example (within 5 years) of a breach of research ethics or a case of scientific misconduct	• PAST AND PRESENT VIOLATIONS OF RESEARCH ETHICS AND THEIR IMPACT • DEFINITION OF SCIENTIFIC MISCONDUCT • DISCUSS ETHICAL SCENARIOS IN RESEARCH
Module 3: **WRITING REQUIRED SCHOLARLY PROPOSALS TO PERFORM RESEARCH** • **Identify the key components of a research proposal**	Textbooks: • Taylor, R. (2017). Chapter 13. Writing the Research Proposal E-articles (posted in Canvas): • IRB: Getting started https://kb.wisc.edu/sbsedirbs/page.php?id=41849	• DEVELOP YOUR PROPOSAL OUTLINE • Q&A WITH IRB MEMBER

• **Understand the process and procedures of writing an IRB proposal and application for review** • **Identify similarities and differences between grant proposals, IRB proposals, and thesis/dissertation proposals**	• IRB: Application https://kb.wisc.edu/sbsedirbs/41887 • IRB: Review Process https://kb.wisc.edu/sbsedirbs/42381 • IRB: Review Types and Timing https://kb.wisc.edu/sbsedirbs/42414 • IRB: Using ARROW Web Application Interface https://kb.wisc.edu/sbsedirbs/arrowhelp/21397 • IRB: Checklist to Avoid Delays https://kb.wisc.edu/sbsedirbs/21073 Discussion Prep: • Review IRB applications that you are currently listed on	
Module 4: **SEARCHING FOR RESEARCH RELEVANT TO EBP** • **Identify search databases and resources relevant to occupational therapy practice**	Textbooks: • Taylor, R. (2017). Chapter 10: Conducting a Literature Review. Discussion Prep: • Practice APA Guidelines with online Canvas quiz (no course points)	• GUEST SPEAKER FROM EBLING LIBRARY • BRING AND COMPLETE SEARCH STRATEGY DOCUMENT • **SCIENTIFIC LITERATURE SEARCH ON A TOPIC OF INTEREST TO A LOCAL CLINICIAN DUE**
Module 5: **CRITICAL APPRAISAL OF EVIDENCE: LEVELS OF EVIDENCE** • **Broad overview of research designs and the research pipeline** • **Identify different types of research designs associated with the different AOTA Levels of Evidence** • **Identify the difference between level of evidence and quality of the research**	Textbooks: • Taylor, R. (2017). Chapter 2. Classifications and Aims of Research. • Taylor, R. (2017). Chapter 9: Steps in the Research Process and Characteristics of Sound Research • Taylor, R. (2017). Chapter 12: Selecting the Research Method	• LEVELS OF EVIDENCE OVERVIEW • QUANTITATIVE VERSUS QUALITATIVE RESEARCH: WHAT, WHEN, AND WHY • MATCH DESIGNS TO LEVELS OF EVIDENCE • REVIEW ARTICLES AND DETERMINE LEVEL OF EVIDENCE
Module 6: **CRITICAL APPRAISAL OF EVIDENCE: RESEARCH VALIDITY, RIGOR, & REPRODUCIBILITY** • **Describe how reliability, validity, and bias may influence the quality of the study** • **Identify the role of "converging evidence" in scientific inquiry** • **Critically examine the difference between a scoping review, systematic review, and meta-analysis**	Textbooks: • Portney, L.& Watkins, M. (2008). Chapter 8: Sampling. • Portney, L.& Watkins, M. (2008). Chapter 9: Validity in Experimental Design. • Portney, L.& Watkins, M. (2008). Chapter 16: Systematic reviews and meta-analysis E-articles (posted in Canvas): • NIH: Rigor & Reproducibility https://www.nih.gov/research-training/rigor-reproducibility	• THREATS TO INTERNAL AND EXTERNAL VALIDITY • CONVERGING EVIDENCE AND DIFFERENT TYPES OF REVIEWS • **ONLINE MIDTERM EXAM**
Module 7:	Textbooks:	• OBSERVING AND MEASURING OCCUPATIONAL PERFORMANCE

THE ROLE OF ASSESSMENT IN EBP & MEASUREMENT VALIDITY • **Understand the role of assessment in EBP** • **Understand the ICF, as a common measure of function** • **Understand the principles of quantitative measurement** • **Understand the threat of reification of measurement**	• Brown, T. (2009). Important Aspects of Occupational Therapy Assessment. p. 1-6. • Vroman & Stewart (Adults), Ch. 1 & 2: A Guide to Evaluation • Portney, L.& Watkins, M. (2008). Chapter 4: Principles of Measurement. <u>E-articles (posted in Canvas)</u>: • Hamingsson & Jonsson (2017): "The occupational perspective on the concept of participation in the International Classification of Functioning, disability, and health" • Maritz et al. (2018): "Linking occupational therapy models and assessments to the ICF to enable the standardized documentation of functioning"	• ICF DISCUSSION
Module 8: **BASICS OF STANDARDIZED TESTS FOR EBP** • **Understand the process by which tests are standardized** • **Understand the principles of measurement reliability and validity** • **Understand how to select an appropriate standardized assessment for a client**	<u>Textbooks</u>: • Taylor, R. (2017). Chapter 21. Developing and Evaluation Quantitative Data Collecting Instruments • Portney, L.& Watkins, M. (2008). Chapter 5: Reliability of Measurements. • Portney, L.& Watkins, M. (2008). Chapter 6: Validity of Measurements. <u>E-articles (posted in Canvas)</u>: • Franzen, M. D., & Wilhelm, K. L. (1998). Conceptual foundations of ecological validity in neuropsychological assessment. • Dunn, W. (2005). Measurement Issues and Practices. In M. Law, C. Baum, W. Dunn (Eds.), Measuring Occupational Performance (pp. 21-32). Thorofare: Slack Inc. • Crist, P. (2005). Reliability and Validity: The Psychometrics of standardized Assessments.	• MEASUREMENT RELIABILITY AND VALIDITY • HOW ASSESSMENTS BECOME STANDARDIZED • CASE STUDIES: SELECTING THE ASSESSMENT
Module 9: **USING & INTERPRETING ASSESSMENTS FOR EBP** • **Understand how to score and interpret assessment results** • **Understand common assessments used in OT practice** • **Understand the application of assessment to needs assessment and program evaluation research**	<u>E-articles (posted in Canvas)</u>: • Crist, P. (2005). Scoring and Interpretation of Results. In J. Hinojosa, P. Kramer, and P. Crist (Eds), Evaluation: Obtaining and Interpreting Data (pgs 201-229). Bethesda, MD: AOTA Press.	• CASE STUDY: SCORING & INTERPRETING STANDARDIZED ASSESSMENTS • GOAL ATTAINMENT SCALING
Module 10:	<u>E-articles (posted in Canvas)</u>:	• CREATE AN "EVIDENCE BASED PRACTICE MAP"'

COMMUNICATING EVIDENCE TO CLIENTS, MANAGERS, AND FUNDERS • **Identify appropriate communication techniques to discuss the evidence and recommendations for a specific treatment decision**	• Tickle-Degnen, L. (2008). Chapter 12: Communicating evidence to clients, managers, and funders (pp. 263-291)	• WRITE A LETTER OF RECOMMENDATION TO A FAMILY FOR SERVICES BASED ON RESEARCH ARTICLES PROVIDED **WRITTEN REPORT: CASE STUDY ON ASSESSMENT SCORES AND INTERPRETATION DUE**
Module 11: **SUPPORTING EBP IN CONTEXT** • **Discuss how occupational therapists integrate research into evidence-based practices** • **Explore how research evidence may be integrated into evidence-based interprofessional contexts** • **Identify barriers and facilitators to implementing evidence-based practice in your work environment** • **Discuss how integration of research evidence into evidence-based practice may shape intervention** • **Identify the role of evidence synthesis products/tools in evidence-based practice**	Textbooks: • Taylor, R. (2017). Chapter 6: Managing barriers to evidence-based practice; An international imperative • Taylor, R. (2017). Chapter 7: Professional Responsibility and Roles in Research	• GUEST SPEAKER, CLINICIAN PERSPECTIVE OF EBP • FOLLOWING A QUESTION: APPLYING EVIDENCE TO PRACTICE • COMPARE AND CONTRAST EVIDENCE SYNTHESIS TOOLS/PRODUCTS
FINALS WEEK		• **FINAL PROJECT IRB PROPOSAL/APPLICATION DUE**