OCC THER 770: EVIDENCE BASED PRACTICE LAB PRACTICUM

In Workflow

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New Course Proposal

Date Submitted: Thu, 21 Nov 2019 19:29:06 GMT

Viewing: OCC THER 770 : Evidence Based Practice Lab Practicum

Last edit: Thu, 21 Nov 2019 19:29:05 GMT

Changes proposed by: sgartland

Proposal contact information:

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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

770

Is this course crosslisted?

No

Course Title

Evidence Based Practice Lab Practicum

Transcript Title

EBP Lab Practicum

Course Description

Designed to provide an overview of the research happening within the OT program at UW-Madison and to provide hands-on, mentored experience with generating evidence for practice.

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

2

Is this a topics course?

No

Repeatable

Yes

Total completions

3

Can a student enroll in multiple sections of this course in one semester?

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 and laboratory experience 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 770 Evidence Based Practice Lab Practicum 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	Understand the research programs of UW OT faculty and how these relate to occupation and occupational therapy	Graduate
2	Gain hands-on research lab experience in one UW OT faculty's lab	Graduate

3	Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge including level of evidence, validity of research studies, strength of the methodology, relevance to th eprofession of occupational therapy.	Graduate
4	Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.	Graduate
5	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_770_Syllabus 111819.pdf

Key: 13217

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 770
Evidence Based Practice Lab Practicum
Fall 1, Spring 2, Fall 2

2 Credits
The credit standard for this course is met by students completing a minimum of 90 hours of engagement with the course learning activities which include a minimum of 46 hours of in-lab research experience (4-6 hours/week) and additional time spent reading, reflecting, and writing.

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

Meeting Time and Location: TBD

Instructional Mode: face-to-face

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTORS

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Office hours/Chat hours: By Appointment

The course instructors will be available regularly in class and online to check messages and engage in discussions. You may arrange an individual appointment with the course instructors 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

Designed to provide an overview of the research happening within the OT program at UW-Madison and to provide hands-on, mentored experience with generating evidence for practice.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Understand the research programs of UW OT faculty and how these relate to occupation and occupational therapy*
2. *Gain hands-on research lab experience in one UW OT faculty's lab*
3. *Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge including level of evidence, validity of research studies, strength of the methodology, relevance to the profession of occupational therapy*
4. Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions. (ACOTE B.6.1)
5. 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. (ACOTE B.6.1)

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Lab Goals	End of Module 4	15%
Participation in Brown Bag Lunches with Researchers	Modules 2-8	10%
Participation in Research Activities	Finals week	40%
Final Reflection Paper	Finals week	35%
Total		**100%**

Lab Goals – The purpose of this assignment is to set and communicate goals for the research practicum. Working with your instructor/mentor, what 3-5 new skills do you want to gain during your supervised research experience? What aspect of research will you emphasize in your hours in the lab? Make sure that goals are written as SMART goals and are communicated with your mentor (either via email or in discussion). This assignment will

set the stage for your hands-on experiences in the research lab. Different labs may have different formatting for these goals.

Participation in Brown Bag Talks with Researchers– Students will read assigned articles and participate in a brown bag conversation with UW researchers engaged in research relevant to occupation and occupational therapy. This assignment will support the understanding of the research programs of UW OT faculty and how these relate to occupation and occupational therapy. Further, these brown bag talks will facilitate the ability to critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge.

Participation in Research Activities– Mentors will assess each student's level of engagement in the research process using the following rubric.

	Exceptional (3 points)	**Good (2 points)**	**Satisfactory (1 point)**	**Unsatisfactory (0 points)**
Engagement in the evidence-based practice/research process	Attended and participated in all lab meetings/ meetings with mentor. Met or exceeded the expectations of weekly lab hours. Asked questions that forwarded the research process.	Attended and participated in most lab meetings/ meetings with mentor. Met above-minimum weekly lab hours. Asked questions about the research process.	Met satisfactory standards but not good standards for lab meeting attendance/participation and/or weekly lab hours.	Did not meet satisfactory standards for lab meeting attendance/participation and/or weekly lab hours.
Professional communication	Implemented mentor's feedback on written drafts with high fidelity. Demonstrated exceptional and professional oral, written, and nonverbal communication with all engaged in the research process, including mentor(s), collaborators, staff, lab members, and research participants.	Demonstrated good implementation of mentor's feedback. Demonstrated good oral, written, and nonverbal communication with others engaged in the research process, including mentor(s), collaborators, staff, lab members, and research participants. However, communication was decreased in quality or consistency compared to the exceptional category.	Implementation of feedback and/or communication with those involved in the research process barely met satisfactory standards but not good standards for communication and professionalism.	Implementation of feedback and/or communication with those involved in the research process was not satisfactory or was not professional.
Knowledgeability about key aspects of the evidence-based practice/ research process	Demonstrated exceptional knowledgeability about multiple domains of the research process, including (but not limited to) (1) synthesis and critique of existing research literature, (2) data collection and analysis process, (3) interpretation of the results, and (4) ability to link research results with OT practice/theory.	Demonstrated good knowledgeability across multiple domains of the research process or exceptional knowledge in only one of the following domains, including (but not limited to) (1) synthesis and critique of existing research literature, (2) data collection and analysis process, (3) interpretation of the results, and (4) ability to link research results with OT practice/theory.	Demonstrated satisfactory knowledgeability across multiple domains of the research process, including (but not limited to) (1) synthesis and critique of existing research literature, (2) data collection and analysis process, (3) interpretation of the results, and (4) ability to link research results with OT practice/theory.	Did not demonstrate satisfactory knowledgeability in one or more of the research process domains, including (but not limited to) (1) synthesis and critique of existing research literature, (2) data collection and analysis process, (3) interpretation of the results, and (4) ability to link research results with OT practice/theory.

Final Course Project (Reflection Paper)– Each student will write a 2-page reflection paper on what they have learned about research that relates to occupation/occupational therapy during their mentored lab experiences.

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

- None

Recommended Textbook

- None

Required Software

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube
- Adobe Acrobat
- Microsoft Word, Excel
- Other software (depending on lab)

OTHER COURSE INFORMATION

- Individual mentor expectations are provided in the course handbook.

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: **OVERVIEW OF LAB PRACTICUM** • **Understand syllabus and course requirements** • **Understand each mentor's expectations for students**	E-articles (posted in Canvas): • https://www.chronicle.com/article/Forget-Mentors-What-We/242597 • https://www.chronicle.com/article/Seeking-the-Mentors-You-Need/131747?cid=rclink	• SYLLABUS SEARCH • LAB EXPECTATIONS • TOP TEN BEST/WORST TRAITS OF MENTORS AND MENTEES
Module 2: **CURRENT TOPICS IN DR. TRAVERS'S LAB** • **Gain a broad understanding of faculty research agendas in relation to occupation/occupational therapy**	E-articles (posted in Canvas): • Article chosen by Dr. Travers Prigge, M. B., Bigler, E. D., Travers, B. G., Froehlich, A., Abildskov, T., Anderson, J. S., ... & Zielinski, B. A. (2018). Social Responsiveness Scale (SRS) in relation to longitudinal cortical thickness changes in autism spectrum disorder. *Journal of autism and developmental disorders*, *48*(10), 3319-3329.	• BROWN BAG CONVERSATION WITH DR. TRAVERS
Module 3: **CURRENT TOPICS IN DR. PICKETT'S LAB** • **Gain a broad understanding of faculty research agendas in relation to occupation/occupational therapy**	E-articles (posted in Canvas): • Article chosen by Dr. Pickett Surgent, O. J., Dadalko, O. I., Pickett, K. A., & Travers, B. G. (2019). Balance and the brain: A review of structural brain correlates of postural balance and balance training in humans. *Gait & posture*.	• BROWN BAG CONVERSATION WITH DR. PICKETT
Module 4: **CURRENT TOPICS IN DR. LARSON'S LAB** • **Gain a broad understanding of faculty research agendas in relation to occupation/occupational therapy**	E-articles (posted in Canvas): • Article chosen by Dr. Larson Larson, E. (2017). 5Minutes4Myself: Developing a Feasible, Tailored Wellness Program for Caregivers of Children With Autism. *American Journal of Occupational Therapy*, *71*(4_Supplement_1), 7111515254p1-7111515254p1.	• BROWN BAG CONVERSATION WITH DR. LARSON
Module 5: **CURRENT TOPICS IN DR. FIELDS'S LAB** • **Gain a broad understanding of faculty research agendas in relation to occupation/occupational therapy**	E-articles (posted in Canvas): • Article chosen by Dr. Fields Fields, B., & Rodakowski, J. (2019). Family Caregiver Involvement in Hospital Care. *American Journal of Occupational Therapy*, *73*(4_Supplement_1), 7311510254p1-7311510254p1.	• BROWN BAG CONVERSATION WITH DR. FIELDS
Module 6: **CURRENT TOPICS IN DR. AUSDERAU'S LAB**	E-articles (posted in Canvas): • Article chosen by Dr. Ausderau Ausderau, K. K., John, B. S., Kwaterski, K. N., Nieuwenhuis, B., & Bradley, E. (2019). Parents' Strategies to Support Mealtime Participation of Their Children With Autism	• BROWN BAG CONVERSATION WITH DR. AUSDERAU

• **Gain a broad understanding of faculty research agendas in relation to occupation/occupational therapy**	Spectrum Disorder. *American Journal of Occupational Therapy*, *73*(1), 7301205070p1-7301205070p10.	
Module 7: **CURRENT TOPICS IN DR. EDWARD'S LAB** • **Gain a broad understanding of faculty research agendas in relation to occupation/occupational therapy**	E-articles (posted in Canvas): • Article chosen by Dr. Edwards Edwards, D. F., Wolf, T. J., Marks, T., Alter, S., Larkin, V., Padesky, B. L., ... & Giles, G. M. (2019). Reliability and validity of a functional cognition screening tool to identify the need for occupational therapy. *American Journal of Occupational Therapy*, *73*(2), 7302205050p1-7302205050p10.	• BROWN BAG CONVERSATION WITH DR. EDWARDS
Module 8: **END OF SEMESTER REVIEW** • **Reflect on knowledge gained from hands-on research activities related to occupation/occupational therapy.**		• **REFLECTION PAPER DUE**