OCC THER 773: EVIDENCE BASED PRACTICE 3: RESEARCH TRANSLATION

In Workflow

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New Course Proposal

Date Submitted: Thu, 21 Nov 2019 20:16:16 GMT

Viewing: OCC THER 773 : Evidence Based Practice 3: Research Translation

Last edit: Thu, 21 Nov 2019 20:16:15 GMT

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

773

Is this course crosslisted?

No

Course Title

Evidence Based Practice 3: Research Translation

Transcript Title

EBP III Research Translation

Course Description

Supports the completion of a scholarly study and the skills needed to translate research to practice. Through a series of lectures, statistics/writing consultations, and mentored research, students complete and publicly present their scholarly work.

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 information on evidence based practice within occupational therapy and support the development and presentation of a scholarly project.

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 773 Evidence Based Practice 3: Research Translation 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	Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge including the level of evidence, validity of research studies, strength of the methodology, relevance to the profession of occupational therapy.	Graduate

2	Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.	Graduate
3	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
4	Create scholarly reports appropriate for presentation or for publication in a peer reviewed journal that support skills of clinical practice. The reports must be made available to professional or public audiences.	Graduate
5	Select, apply, and interpret quantitative and qualitative methods for data analysis to include a) Basic descriptive, correlational, and inferential quantitative statistics. b) Analysis and synthesis of qualitative data.	Graduate
6	Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development	Graduate

Credit hour policy

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

Please upload a syllabus.

OCC THER_773_Syllabus.pdf

Key: 13216

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 773
Evidence Based Practice 3: Research Translation
Fall 2

3 Credits
The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include 45 hours of class time and regularly scheduled instructor-student meeting times **[insert meeting time expectations]**, with the rest of the time spent in reading, writing, problem sets, studio time, labs, field trips, and other student work as described in the syllabus.

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

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

Supports the completion of a scholarly study and the skills needed to translate research to practice. Through a series of lectures, statistics/writing consultations, and mentored research, students complete and publicly present their scholarly work.

Requisites: Declared in Entry Level Occupational Therapy Doctorate program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge includes the level of evidence, validity of research studies, strength of the methodology, relevance to the profession of occupational therapy (ACOTE B.6.1)*
2. Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions. *(ACOTE B.6.1)*
3. 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). (*ACOTE B.6.1)*
4. *Create scholarly reports appropriate for presentation or for publication in a peer reviewed journal that support skills of clinical practice. The reports must be made available to professional or public audiences. (ACOTE B.6.3)*
5. *Select, apply, and interpret quantitative and qualitative methods for data analysis to include a) Basic descriptive, correlational, and inferential quantitative statistics. b) Analysis and synthesis of qualitative data. (ACOTE B.6.2)*
6. *Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development. (ACOTE B.6.4)*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Homework (timelines, mentor/mentee discussion, reading reflections, research forum post)	Weekly/Bi-Weekly	15%
Poster Presentation	Finals Week	25%
Final Research Paper	Finals Week	30%
Self/Peer Assessment	Finals Week	10%
Mentor Assessment	Finals week	20%
Total		**100%**

Assignments are organized within 12 modules, and each module lasts 1-2 weeks.

Homework- In addition to completion of the research project, there will be assignments due at intervals during the semester indicated on the class schedule. These include reading reflections, timelines, updated timelines, a research forum discussion post, and video recorded elevator speeches. The purpose of the homework is to put course content into practice and to facilitate communication with peers, mentors, and instructors about what has been learned and where key gaps in learning remain. Learning outcomes addressed in this assignment include: Demonstrate an understanding of the process of locating and securing grants and how grants

can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development (ACOTE B.6.4).

Poster Presentation: The purpose of this assignment is to have each research group prepare a poster to be presented to fellow students, faculty, and community clinicians. This poster will be based on the contents of the research paper. Learning outcomes addressed in this assignment include: Create scholarly reports appropriate for presentation or for publication in a peer reviewed journal that support skills of clinical practice. The reports must be made available to professional or public audiences (ACOTE B.6.3)

Final Research Paper: A major focus of this class is the preparation of a research manuscript based on the research proposal prepared in OT 673. The goal is for each group to submit a manuscript (systematic review/meta-analysis or original research paper) that is ready to be submitted for publication in a scientific journal or to submit an NRSA (F31) or NRSA-like grant that is ready to be submitted to the NIH (or like agency). Learning outcomes addressed in this assignment include: (1) 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); (2) Create scholarly reports appropriate for presentation or for publication in a peer reviewed journal that support skills of clinical practice. The reports must be made available to professional or public audiences (ACOTE B.6.3); (3) Select, apply, and interpret quantitative and qualitative methods for data analysis to include a) Basic descriptive, correlational, and inferential quantitative statistics. b) Analysis and synthesis of qualitative data (ACOTE B.6.2); and (4) Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development (ACOTE B.6.4).

Self/Peer Group Assessment – The purpose of this assignment is to support students to make equitable contributions to their final research projects.

Mentor Assessment – The purpose of this assignment is to provide feedback to students on their professional communication with the mentor, their engagement with the research process, and their scholarly contributions to the research presentation and written document. The following rubric will be used:

	Exceptional (3 points)	**Good (2 points)**	**Satisfactory (1 point)**	**Unsatisfactory (0 points)**
Engagement in the 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.

Scholarly contributions to the research presentation and written document	Demonstrated exceptional contributions to the 773 group paper and presentation, such that the high quality of the paper and presentation would not have been possible without this student's efforts.	Effort of student OR quality of paper/presentation was good but not exceptional.	Effort of student OR quality of paper/presentation met satisfactory standards but not good standards	Effort of student OR quality of paper/presentation did not meet satisfactory standards.
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 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.

Open Stats/Writing Lab – Evidence suggests that one-on-one writing instruction and iterative revision are the most robust techniques to enhance student writing (for a summary, see https://www.insidehighered.com/blogs/just-visiting/we-know-how-teach-writing#_ftn7). Because of the writing intensive nature of this course, traditional lectures will be interspersed with open stats/writing lab. This is a time for you to have one-on-one attention from the instructor and/or the TA during regular class time to answer any questions you have about writing your research project. This is also a time to have stats consultations or to problem solve an element of the research process that your group is facing. These opportunities are not required but are highly recommended.

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

- 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

- Portney, L.& Watkins, M. (2008). Foundations of Clinical Research: Applications to Practice (3rd Edition). Saddle River, N.J.: Prentice Hall
- American Psychological Association. (2009). Publication Manual of the American Psychological Association, Sixth 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, Power Point

OTHER COURSE INFORMATION

- Provide any additional info *(identify honors, field trips, other special attributes or activities)*

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 FOR COMPLETING MENTORED SCHOLARLY WORK** • **Identify course expectations and assignments** • **Discuss course engagement and classroom environment** • **Gain basic knowledge of how to plan a multi-faceted, mentored research project**	E-articles (posted in Canvas): • Cone, J. D. & Foster, S. L. (2006). Chapter 3: Time and Trouble Management. • Cone, J. D. & Foster, S. L. (2006). Chapter 10: Collecting, Managing, and Analyzing the Data. Discussion Prep: • Read through example Timelines and Tasks	• ENGAGED PARTICIPATION • CLASS STRUCTURE • DEVELOPMENT OF TASK LISTS & TIMELINES • OVERVIEW OF ITERATIVE REVISION
Module 2: **WRITING & SUBMITTING GRANT PROPOSALS** • **Understand the steps for getting a grant prepared and submitted**	Textbooks: • Taylor, R. (2017). Chapter 33. Writing a Grant Proposal. E-articles (posted in Canvas): • NIH Grant Basics Course on understanding the NIH grant application process Discussion Prep: • Please familiarize yourself with the AOTA website of grants for OTs https://www.aota.org/Practice/Researchers/Funding.aspx • Reflection on grants basics & grants available for OTs due (300 words max about what you learned from the grants workshop or about remaining questions you have about grants)	• BASIC RESEARCH GRANTS (NIH) • GRANTS FOR PRACTICE • MENTOR/MENTEE DISCUSSION SHEET DUE • UPDATED LITERATURE REVIEW DUE
Module 3: **OPEN STATS/WRITING LAB** **Enhance the written proposal through one-on-one statistics or writing consultations**	Discussion Prep: Send an email to the instructor to set up a consultation time during class time	• INDIVIDUAL PROJECT CONSULTATIONS
Module 4: **TRANSLATING RESEARCH TO PRACTICE** • **Understand research practices that can be implemented in clinical practice** • **Understand grant applications as a clinician**	Textbooks: None	• PANEL OF GUEST CLINICIANS ON HOW THEY IMPLEMENT RESEARCH TO PRACTICE
Module 5: **OPEN STATS/WRITING LAB**	Discussion Prep: Send an email to the instructor to set up a consultation time during class time	• INDIVIDUAL PROJECT CONSULTATIONS

• **Enhance the written proposal through one-on-one statistics or writing consultations**		
Module 6: **ACADEMIC PUBLISHING** **Understand the steps for getting your research published**	Textbooks: • Taylor, R. (2017). Chapter 32.Disseminating Research: Presenting, Writing, and Publishing E-articles (posted in Canvas): • Richards, L. G. (2018). State of the journal, 2018. American Journal of Occupational Therapy, 71, 7106070010p1-7106070010p5. doi:10.5014/ajot.2017.716002. • 2018 Guidelines for Contributors to AJOT (see link on Canvas) • Quick how to on how to reverse outline (see link on Canvas) Discussion Prep: Evolution of a Manuscript (see one student's journey from draft to publication)	• OVERVIEW OF PUBLICATION PROCESS • MANUSCRIPT PREPARATION & SUBMISSION • RESPONDING TO REVIEWERS
Module 7: **OPEN STATS/WRITING LAB** • **Enhance the written proposal through one-on-one statistics or writing consultations**	Discussion Prep: • Send an email to the instructor to set up a consultation time during class time	• INDIVIDUAL PROJECT CONSULTATIONS
Module 8: **RESULTS AND DISCUSSION** • **Understand the steps for writing effective results and discussion sections**	E-articles (posted in Canvas): • Cone, J. D. & Foster, S. L. (2006). Chapters 11 & 12 Discussion Prep: • Read through at least 2 studies in the study design: results and discussions folder to see how good results and discussion sections are crafted • Reflection on the readings due (300 words max about what you learned from the assigned readings or about remaining questions you have about writing results and discussion sections)	• WORK STEP-BY-STEP TOWARDS COMPLETING RESULTS AND DISCUSSION SECTION • FIGURES & TABLES
Module 9: **OPEN STATS/WRITING LAB** **Enhance the written proposal through one-on-one statistics or writing consultations**	Discussion Prep: • Send an email to the instructor to set up a consultation time during class time	• INDIVIDUAL PROJECT CONSULTATIONS
Module 10: **DESIGNING, PRINTING, & PRESENTING A RESEARCH POSTER**	E-articles (posted in Canvas): • 10 Simple Rules for a Good Poster • The Basics of Poster Presentations • Instructions for printing a poster at MERIT library Discussion Prep:	• UPDATED TIMELINE AND TASK LIST DUE

Gain the skills to make, print, and present a visually pleasing poster	• Review OT poster template • Please make sure to bring a laptop with PowerPoint on it to this session) • Submit a digital image (table, graph, etc.) related to your research for your poster BEFORE class for this session	
Module 11: **OPEN STATS/WRITING LAB** • **Enhance the written proposal through one-on-one statistics or writing consultations**	<u>Discussion Prep:</u> • Send an email to the instructor to set up a consultation time during class time	• INDIVIDUAL PROJECT CONSULTATIONS
Module 12: **OPEN STATS/WRITING LAB** • **Enhance the written proposal through one-on-one statistics or writing consultations**	<u>Discussion Prep:</u> • Send an email to the instructor to set up a consultation time during class time	• INDIVIDUAL PROJECT CONSULTATIONS • RESEARCH FORUM DISCUSSION POST DUE
Finals Week		• POSTER PRESENTATION • FINAL PAPER DUE • SELF/PEER ASSESSMENT DUE • MENTOR ASSESSMENT DUE