

Application for a New Course v10.1

Course ID	OCCT 637 Research in OT
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Hope Martin, OTR, PhD, CHT
2	Course Teacher	Hope Martin, OTR, PhD, CHT
3	Course Title	Research in OT
4	Course Abbreviation (if title is over 30 characters)	Research in OT
5	College	College of Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	2
8	Instructor Workload	
9	Catalog Description (50 words or less)	This course articulates the importance of evidence based research, application of evidence based research to scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy.
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	
11	List any co-requisites	
12	How often will it be offered? Fall	
13	How often will it be offered? Spring	Spring
14	How often will it be offered? Summer	
15	How often will it be offered? Fall	
16	Frequency?	Every Year
17	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
18	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets 5 standards of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). The student will: B.8.1 Students will articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. B.8.2 Students will effectively locate, understand, critique, and evaluate information, including the quality of evidence. B.8.3 Students will use scholarly literature to make evidence-based decisions. B.8.4 Students will understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data. B.8.5 Students will understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course is part of the new Occupational Therapy program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate MSOT students
2	State the overarching course goal(s) in performance terms.	The students will learn to articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy.

2. Competencies and Measurements

Competencies and Measurements:

Date	Topic	Assignment	Percent of Grade
Session 1	Introduction to the course; How Evidence Develops	Law and MacDermid Chapter 2: Development of Evidence-Based Knowledge Read Law Ch. 3 for Session 2	
Session 2	Becoming an Evidence Based Practitioner	Law Ch. 3 Discussion Read Law, Ch. 6 For Session 3 Introduce three articles students read to identify levels of evidence	
Session 3	Evaluating the Evidence	Law, Ch. 6 In class discuss and analyze the levels of evidence in 3 articles Read Law Ch. 5 for Session 4	10%
Session 4	Asking Clinical Questions and Searching for the Evidence	In class in groups: 3) How does the question originate? Provide case study and students in groups of 3 formulate a question 4) How to Formulate and answerable Question Group work continued Read Law Ch. 3 for Session 5	15%
Session 5	Becoming an Evidence- Based Practitioner	Read Ch. 7 for Session 6	
Session 6	Systematically reviewing the Evidence	Prepare for Mid-term	
Session 7	Midterm	Students will be given one article in groups of 4 and will need to identify : 1.What Clinical Question could have led to the research behind/purpose of the article? 2) How would they systematically review the article?	25%

		3) Identify what level of evidence the article is 4) Identify if the evidence is quantitative/ qualitative or a mixed-design and discuss if the chosen method seemed appropriate for the content For next session: Read Law Ch. 8	
Session 8	Evaluating the Evidence	For next session: Read Law Ch. 9	
Session 9	How Does the Knowledge Translate from Reading the Information to Putting Into Practice?	Discuss Ch. 9 for 20 minutes and based on the reading of Ch. 8, propose three ways knowledge can be translated For Next Session: Read Ch. 10	10%
Session 10	Strategies to Build Evidence Into Practice	Fro Next session Read Ch. 11 Provide article to read for synthesis	
Session 11	Evidence Synthesis Practice Tools	Beginning of class, review synthesis tools discussed in Ch. 11 Assign method of Synthesis to each group of 3 and each group synthesize one article For next session: Read Law, Section C	10%
Session 12	Qualitative Review	For next session read Law section D	
Session 13	Quantitative Review Final Instructions	Assign Final Based on Law, Ch. 12: Communicating Evidence to Clients, Managers, and Funders Final: In groups of 4 develop idea to discuss evidence with: 1) Clients (2 groups); 2) Managers (2 groups); 3) Funders (2 groups) Develop presentation	Final 30%

		using the Maker Lab or Learning Studio	
Session 14	Final Presentations		
Session 15	Final Presentations		

3. Text and Resources

Law, M. and MacDermid, J. (2014) *Evidence-Based Rehabilitation: A Guide to Practice*. SLACK, Inc., Thorofare, NJ.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Research In OT Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 637 Research In OT

General Course Information

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

College of Education & Human Services Mission Statement: To equip students for global ministry through exemplary practice and service in education and human services.

Department of Master of Science in Occupational Therapy Mission Statement: To prepare occupational therapy students to think and act critically, missionally, and globally in Christian service and leadership throughout their respective communities.

Credit Hours

Two (2) Hours

Instructor and Contact Information

Dr. Hope Martin
Hardin Administration Building, Suite 204
325-672-2474
hope.martin@acu.edu

Class time and location

Tuesdays 1:30pm-3:30pm
Hardin Administration Building, Room 317

About the Students

OCCT 637 is a graduate course in Master of Science in Occupational Therapy degree

Prerequisites**Course Content****Course Description**

This course articulates the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy.

Course Objectives

ACOTE	SLO's
B.8.1	Students will articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.
B.8.2	Students will effectively locate, understand, critique, and evaluate information, including the quality of evidence.
B.8.3	Students will use scholarly literature to make evidence-based decisions.
B.8.4	Students will understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.
B.8.5	Students will understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.

Teaching/Learning Methods

Special Requirements: None

Required Text:

Law, M. and MacDermid, J. (2014). *Evidence-Based Rehabilitation: A Guide to Practice, 3rd Ed.* SLACK, Inc., Thorofare, NJ.

Supporting Course Documents:

Articles for assignments will be provided to the students by the professor

Competencies and Measurements:

ACOTE	SLO's	NBCOT	Assignment
B.8.1	Students will articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.	040102	Final: 30% Assign Final Based on Law, Ch. 12: Communicating Evidence to Clients, Managers, and Funders Final: In groups of 4 develop idea to discuss evidence with: 1) Clients (2 groups); 2) Managers (2 groups); 3) Funders (2 groups) Develop presentation using the Maker Lab or Learning Studio
B.8.2	Students will effectively locate, understand, critique, and evaluate information, including the quality of evidence.	010104	Assignment: 15% Ch. 5 Asking Clinical Questions and Searching for the Evidence In class in groups: 1) How does the question originate? Provide case study and students in groups of 3 formulate a question 2) How to formulate an answerable Question
B.8.3	Students will use scholarly literature to make evidence-based decisions.	010104	Assignment: 10% 1.) Discuss Ch. 9 Knowledge Translation for 20 minutes and based on the reading of Ch. 8 Evaluating the Evidence, propose three ways knowledge can be translated Assignment: 10% 2.) Beginning of class, review synthesis tools discussed in Ch. 11

			Assign method of Synthesis to each group of 3 and each group synthesize one article For next session: Read Law, Section C
B.8.4	Students will understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.	010104	Assignment 10% Read Law, Ch. 6 Evaluating the Evidence For Session 3 Introduce three articles students read to identify levels of evidence Law, Ch. 6 In class discuss and analyze the levels of evidence in 3 articles
B.8.5	Students will understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.	010104	Midterm: 25% Students will be given one article in groups of 4 and will need to identify and articulate: 1) What Clinical Question could have led to the research behind/purpose of the article? 2) How would they systematically review the article? 3) Identify what level of evidence the article is 4) Identify if the evidence is quantitative/ qualitative or a mixed-design and discuss if the chosen method seemed appropriate for the content

Course Schedule

**** Please note: This schedule is tentative and is subject to change**

Date	Topic	Assignment	Percent of Grade
Session 1	Introduction to the course; How Evidence Develops	Law and MacDermid Chapter 2: Development of Evidence-Based Knowledge Read Law Ch. 3 for Session 2	
Session 2	Becoming an Evidence Based Practitioner	Law Ch. 3 Discussion Read Law, Ch. 6	

		For Session 3 Introduce three articles students read to identify levels of evidence	
Session 3	Evaluating the Evidence	Law, Ch. 6 In class discuss and analyze the levels of evidence in 3 articles Read Law Ch. 5 for Session 4	10%
Session 4	Asking Clinical Questions and Searching for the Evidence	In class in groups: 3) How does the question originate? Provide case study and students in groups of 3 formulate a question 4) How to Formulate and answerable Question Group work continued Read Law Ch. 3 for Session 5	15%
Session 5	Becoming an Evidence-Based Practitioner	Read Ch. 7 for Session 6	
Session 6	Systematically reviewing the Evidence	Prepare for Mid-term	
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		Law Ch. 8	
Session 8	Evaluating the Evidence	For next session: Read Law Ch. 9	
Session 9	How Does the Knowledge Translate from Reading the Information to Putting Into Practice?	Discuss Ch. 9 for 20 minutes and based on the reading of Ch. 8, propose three ways knowledge can be translated For Next Session: Read Ch. 10	10%
Session 10	Strategies to Build Evidence Into Practice	For Next session Read Ch. 11 Provide article to read for synthesis	
Session 11	Evidence Synthesis Practice Tools	Beginning of class, review synthesis tools discussed in Ch. 11 Assign method of Synthesis to each group of 3 and each group synthesize one article For next session: Read Law, Section C	10%
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Session 14	Final Presentations		
Session 15	Final Presentations		

Grade Criteria

10% of your grade for this class will be participation and will be documented by the professor in the way of: a Checklist for how often you answer questions/ask questions/ and/or make comments in class.

Grade	Percent	Point Range	
A	90-100	900	-1000
B	89-80	800	-899
C	79-70	700	-799
D	69-60	600	699
F	59-50	500	599

Course Policies

ADA Compliance: The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call extension 2667 for an appointment with the Director of Disability Services.

Attendance: As stated in the ACU Course Catalogue, class attendance is expected. Attendance is imperative for development of understanding and meeting course objectives; therefore, attendance will be recorded. Zeros will be recorded for any quiz, exam or assignment due during or completed in class when a student is absent (only exception: see University Sponsored Events). A student who notifies the instructor when he/she is ill or foresees an absence (NOT University sanctioned) is not excused from the class without appropriate documentation (i.e. physician documentation).

UNIVERSITY SPONSORED ABSENCES: It is the student's responsibility to:

1. Arrange to take tests, labs etc. more than 48 hours PRIOR TO THE UNIVERSITY SPONSORED ABSENCE.
2. CHECK before returning to class to determine if an in-class assignment was assigned during University sponsored absence.

Attire and Professionalism: At all class meetings, attire should be comfortable, but in good taste and reflecting professional demeanor. Hats/caps, for males or females, are not to be worn during any test, quiz or other evaluation period.

Academic Integrity: University Policy for Academic Integrity and Honesty

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

Cell Phones, Calculators and other Electronic Devices:

1. Unless being utilized for academic purposes as instructed by the professor, to prevent disruption of classes, all cell phones must be turned to the OFF or vibrate (w/out sound) setting and put away during class time. No cell phone is to be answered inside the classroom or in close proximity to the classroom door – be courteous with usage just outside the class.
2. With the possibility that sensitive information can be accessed, students are not to leave their phones in sight during examinations. Likewise, students are cautioned that inappropriate use of a cell phone outside of the classroom shall be construed as cheating and result in associated penalties.

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: www.acu.edu/campusoffices/studentlife/judicial/ForStudents/Harassment_Policy

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 4, 2014
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 637 – Research in Occupational Therapy

The library has examined the course proposal and is able to support the proposed course. Please contact your librarian liaison, Mark McCallon (mccallonm@acu.edu), if additional library resources are needed to support the proposed course. Thank you.

Hope Martin
hope.martin@acu.edu
Department of Occupational Therapy

Re: Review of OCCT 637 Research in Occupational Therapy

Dear Dr. Martin,

Thank you for resubmitting the syllabus for OCCT 637 Research in Occupational Therapy. I reviewed the syllabus based on the ACU Syllabus Guidelines. Based on your revisions, we have no further suggestions.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council who may also have questions or comments of their own. We would appreciate it if you could modify the syllabus items based on our suggestions, or prepare to justify keeping the items as they are.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

OCCT 637 Research in C

Reviewer

David Christianson

Developer

Hope Martin

About the course

- ☐ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☐ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Phone numbers
- ☒ Email address
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☐ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description
- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)

☒ Schedule of readings and topics

☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

Well done.

Submit

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