

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: OCCT 733 Research Process in Occupational Therapy Doctoral Seminar

Degree Plan(s): OTD

Change course credit hours from 2 to 3.

When this course was updated recently the intent and plan was always for a 3 hour course and it was originally in the catalog as a 3 hour course and is being taught as a 3 hour course, however when it was entered into banner there was an error on the form where it was marked as 2 hours rather than 3.

This was an error and oversight on my part and the current OTD degree plan requires 3 hours for this course and the total hours needed for the degree plan require this to be a 3 hour course.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)
 3/18/26
Chair Signature Date

Chair/Program Director Signature Date

College Academic Council(s)
 04/07/2026
Chair Signature Date

Chair Signature Date

Dean(s)
 04/10/2026
Signature Date

Signature Date

Teacher Education Council
Signature Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate
Signature Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Research Process in Occupational Therapy Doctoral Seminar Syllabus



College of Health and Behavioral Science
Department of Occupational Therapy
OCCT 733 Research Process in Occupational Therapy Doctoral Seminar

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.

Doctoral in Occupational Therapy Mission Statement: To prepare occupational therapy students to think and act critically, missionally, and globally in Christian service as specialized occupational therapy professionals and leaders throughout their respective communities.

Credit Hours

Three (3) Hours

Instructor and Contact Information

Dr. Amy Gibbs

Arg15a@acu.edu

Hardin Administration Building, Suite 311A

Dr. Nathan Short

Ins23a@acu.edu

Hardin Administration Building, Suite 311D

Class times and location

Monday 10-11:50 AM

Lab 3

Tuesday 10-11:50 AM

Lab 3

About the Students

OCCT 733 is a graduate course for the Doctor of Occupational Therapy degree

Course Description

Learn the processes of **innovation** for a continued development of a body of knowledge through research for occupational therapy practice, quantitative and qualitative research methods. Produce valid evidence-based reviews of occupational therapy practices and synthesize scientific literature related to occupational therapy. Lecture and Seminar.

Course Scripture

Do not despise the words of the prophets, but test everything that is said. Hold on to what is good.

1 Thessalonians 5:20-21.

Course Objectives:

Understand and use basic quantitative statistics and qualitative analysis for the purpose of establishing and delivering evidence-based practice.

Locate and critique and synthesize quantitative and qualitative research to analyze and evaluate scholarly work. Demonstrate a sophisticated understanding of research ethics, including adherence to institutional, national, and international ethical standards in human subjects research.

Conduct a systematic or scoping review to assess the state of evidence and inform research-driven practice.

Produce and disseminate high-quality scholarly work through rigorous writing, presentation, and publication for academic and professional audiences.

ACOTE Standards

ACOTE	Learning Objective	Instructional Methods	Assessment
B.1.4	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.	Lecture In class learning activities	Qualitative Research Appraisal Evidence Based Practice Project
B.5.1	Locate, select, critique, and synthesize quantitative and qualitative research that contributes to the development of a body of knowledge and evidence-based decision making. This includes the: • Level of evidence • Validity of research studies • Strength of the methodology • Relevance to the profession of occupational therapy	Lecture In class learning activities Group project Professional Presentation	Quantitative and Qualitative Research Appraisal Evidence Based Practice Project (systematic review)
B.5.2	Design, implement, and disseminate a scholarly study (e.g., systematic reviews, secondary data analysis, observational, case study, qualitative) that advances knowledge translation, professional practice, service delivery, or professional issues (e.g., scholarship of discovery, scholarship of integration, scholarship of application, scholarship of teaching and learning).	Lecture In class learning activities	Qualitative Research Appraisal Quantitative Research Appraisal Course Exam
B.5.3	Select, apply, and interpret quantitative and qualitative methods for analyzing evidence to inform occupational therapy	Lecture In class learning activities Professional presentation	Literature Review: Background of the Project

	practice to include: • Basic descriptive, correlational, and inferential quantitative statistics. • Analysis and synthesis of qualitative data		Evidence Based Practice Project Research Day Poster Presentation
B.5.4	Demonstrate an understanding of the ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.	ACU IRB required training: Protecting Human Research Participants training from the Office of Human Research Protections and Responsible Conduct of Research Training published by the Office of Research Integrity	Completion Certificates Course Exam

Teaching/Learning Methods

Lecture

Discussion

In-class learning activities

Written Assignments

Group Project

Professional Presentation

Special Requirements: None

Reference Text:

Brown, C. (2023). The evidence-based practitioner: Applying research to meet client needs, second edition. F.A.

Davis

Readings as posted by the instructor

Competencies and Measurements:

15 Literature Review: Background of the Project

10 Qualitative Research Appraisal

10 Quantitative Research Appraisal

50 Evidence Based Practice Project

Must successfully complete all steps of the EBP assignment on time to receive a passing grade

- Team Blog
- PICO & Scenario
- CAPs
- Zotero Bibliography
- In class presentation
- CAT Document & Rapid Review
- Approved EBP poster
- Public presentation

P/F IRB Certificate: successful completion required to pass the course

P/F Grant Certificate: successful completion required to pass the course

15 Course Exam

Late assignments will be penalized one grade level per day. **NOTE: Final grade will not consider decimal points.**

Grade Criteria

Grade	Percent
A	90-100
B	89-80
C	79-70

D	69-60
F	59-50

Course Schedule 2025 Overview

Please refer to Canvas for greater detail

Week	Lecture	Seminar	Readings	Readings for seminar	Assignments due Lecture	Assignments due Seminar
1	How to write a review of literature Search Workshop Zotero	Intro to Rapid Review	Ch. 1 and 2	Tricco, A. C., Antony, J., Zarin, W., Strifler, L., Ghassemi, M., Ivory, J., ... & Straus, S. E. (2015). A scoping review of rapid review methods. <i>BMC Medicine</i> , 13, 1-15.	<i>*Each week, teams will complete the discussion board topic</i>	<i>*Each week, teams will complete the discussion board topic</i>
2	HOLIDAY	Collab Topics with OT Faculty				
3	Writing Workshop/ mapping - write the literature review for EBP	Searching the Evidence for a Rapid Review	Ch. 3 and 9		Lit review Due 2/23/25	
4	Qualitative Designs	Selecting Studies for a Rapid Review	Ch. 11 and 12		Qual appraisal due 3/2/25	
5	Qualitative Data	APA Review/ Practice				

6	Appraisal of Qualitative article	Research Writing: Intro				
7	PICO/ Levels of Evidence Review of stats Differences	Research Writing: Methods	Ch. 4		Quant appraisal due 3/23/25	
8	Quant Designs/ biases	Research Writing: Results	Ch. 10			
*	SPRING BREAK					
9	Appraisal of Quant designs- CAT	Research Writing: Discussion/ Conclusion	Ch. 8			
10	Steps in the EBP Process CAP Template p. 293	Synthesizing Findings	Ch. 2 and 13			
11	EBP Workshop	Work Day: Drafting manuscript				
12 FW Week 1	EBP Workshop & Team Meetings	Work day			Grant and IRB modules due 4/20/25	
13 FW Week 2	EBP Workshop & Team Meetings	Work day			EBP rough draft due 4/20/25 Poster rough draft due 4/20/25	
14	EBP Poster Workshop	Peer-review & Feedback			EBP & Rapid Review due 4/27/25	

	IRB Module: Ethics Respond to final editing				Poster due 4/27/25	
15	EBP Due Poster Presentation in class, TBD faculty invitations	Responding to Final Edits				
16	FINAL Date and Time: May 5 at 9AM	TOTA Submission				

Course Policies

See ACU OT Departmental Handbook for Departmental Policies

ADA Compliance Policy:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The ACU website provides more information at <https://acu.edu/about/uap/overview/>

Please contact faculty to discuss any approved accommodations that you require for this class.

Title IX Policy:

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. The full Title IX policy and process can be found at <https://acu.edu/human-resources/title-ix-and-sexual->

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.
3. See ACU OT Department handbook for further information, all ACU OT Departmental policies supercede University policies.

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

AI Policy:

In general, your written work should be original. That is to say, you should generate and take responsibility for the ideas, structure, and content in papers and written work that is submitted for a grade. When you submit an assignment, you are claiming it as your original work. You should not use AI to directly generate written work.

There are two reasons for this:

- 1) The purpose of writing assignments in this course is to help you learn to think and write well. Using AI to do your thinking and writing for you would defeat that purpose.
- 2) Even though AI can generate written content, high-quality writing that is original and human-generated will likely continue to be valuable and respected. The ability to participate in public and scholarly conversation through writing is worth your effort to acquire.

Allowed Use of AI

Students **are permitted** to use Large Language Models (LLM), such as ChatGPT, that operate using Artificial Intelligence (AI) for the following purposes:

- Organize research materials and notes
- Generate research overviews and historical information as a starting point (must be followed up by locating credible verification of factual information)
- Engage in pre-writing activities such as brainstorming, generating lists, discussing ideas, exploring opposing or alternate viewpoints, testing ideas, and essentially any writing activity that will not be submitted for a grade

Restricted Use of AI

Students **are NOT permitted** to use any AI software to –

- Draft essays, research papers, or any other written work for the course
- Revise any parts of the written work – the student must undertake all such revisions personally
- Generate arguments, thesis statements, or any other creative content
- Submit any AI-generated content as part of their academic work without explicit prior approval from the course instructor

Students should cite and reference the use of AI using appropriate guidelines (APA); for example, <https://apastyle.apa.org/Blog/how-to-cite-chatgpt>.

University Resources

I care about your class experience. The university also has a number of resources in place to support the ACU community both in this class and all aspects of university life.

Bias Education and Response Team (BERT):

Bias incidents affect our ability to work with, instruct and learn from each other. For more information about the reporting process of bias incidents at ACU, see <https://acu.edu/about/diversity-and-inclusion/bert/>.

SOAR (Student Opportunities, Advocacy, and Resources)

SOAR partners with faculty, staff, parents and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR recommendation, see <https://acu.edu/soar-program/>.

Mental Health Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students addressing any of these concerns.

You can contact the Medical Care and Counseling Center at counseling@acu.edu, or by calling 325-674-2626. In addition, you can access free confidential counseling services through the Timely Care app by googling "timely.md acu" or calling (833) 484-6359. In a crisis situation contact the National Suicide Prevention Hotline open 24/7 by dialing 988, or call the Police at 911.

Occupational Therapy, OTD (OTD)

Prerequisite Degree Requirements

This program requires a baccalaureate degree from a regionally accredited institution along with a minimum of 40 hours volunteer/observation activity in an occupational therapy setting and the following coursework:

Anatomy & Physiology I and II with labs (6-8 hours)

Life Span Development (3 hours)

Statistics (3 hours)

Abnormal Psychology (3 hours)

Medical Terminology (1-3 hours)

Major Requirements

Doctor of Occupational Therapy courses are delivered in blocked sequence. All courses required in the previous semester must be successfully completed before enrollment in the subsequent semester.

Core Courses

Year One (Fall)

- [OCCT 601 - Musculoskeletal Anatomy](#) Credit Hours: 4
- [OCCT 603 - Foundations of Occupational Therapy](#) Credit Hours: 2
- [OCCT 607 - Intro to Making](#) Credit Hours: 4
- [OCCT 611 - Adult Populations in Occupational Therapy I](#) Credit Hours: 2
- [OCCT 617 - Social Conditions](#) Credit Hours: 2
- [OCCT 715 - Statistics and Outcome Measures](#) Credit Hours: 2
- [OCCT 721 - Doctor of Occupational Therapy Seminar I](#) Credit Hours: 1

Total: 17 Credit Hours

Year One (Spring)

- [OCCT 625 - Occupational Therapy in Pediatrics I](#) Credit Hours: 2
- [OCCT 631 - Neuroscience](#) Credit Hours: 3
- [OCCT 638 - Adult Populations in Occupational Therapy II Lab](#) Credit Hours: 2
- [OCCT 639 - Adult Populations in Occupational Therapy II](#) Credit Hours: 4
- [OCCT 641 - Health Conditions Seminar](#) Credit Hours: 2
- [OCCT 690 - Adult Fieldwork Level I and Documentation](#) Credit Hours: 2
- [OCCT 722 - Doctor of Occupational Therapy Seminar II](#) Credit Hours: 1
- [OCCT 733 - Research Process in Occupational Therapy Doctoral Seminar](#) Credit Hours: ~~2~~ 3

Total: 19 Credit Hours

Year One (Summer)

- [OCCT 651 - Occupational Therapy for Mental Health and Wellness](#) Credit Hours: 3
- [OCCT 655 - Mental Health and Wellness Fieldwork Level 1 and Documentation](#) Credit Hours: 2
- [OCCT 670 - Group Process](#) Credit Hours: 2
- [OCCT 723 - Doctor of Occupational Therapy Seminar III](#) Credit Hours: 1

Total: 8 Credit Hours

Year Two (Fall)

- [OCCT 635 - Occupational Therapy in Pediatrics II](#) Credit Hours: 4
- [OCCT 636 - Occupational Therapy in Pediatrics II Lab](#) Credit Hours: 2
- [OCCT 661 - Hand and Upper Extremity Conditions](#) Credit Hours: 2
- [OCCT 662 - Hand and Upper Extremity Conditions Lab](#) Credit Hours: 2
- [OCCT 695 - Pediatric Fieldwork Level I and Documentation](#) Credit Hours: 2
- [OCCT 711 - Ethics and Professional Decision Making](#) Credit Hours: 1
- [OCCT 724 - Doctor of Occupational Therapy Seminar IV](#) Credit Hours: 1
- [OCCT 735 - Scholarly Study in Occupational Therapy](#) Credit Hours: 2

Total: 16 Credit Hours

Year Two (Spring)

- [OCCT 725 - Doctor of Occupational Therapy Seminar V](#) Credit Hours: 1
- [OCCT 734 - Leadership in Occupational Therapy](#) Credit Hours: 2
- [OCCT 790 - Fieldwork Level II](#) Credit Hours: 6

Total: 9 Credit Hours

Year Two (Summer)

- [OCCT 782 - Specialized Professional Preparation](#) Credit Hours: 2
- [OCCT 795 - Fieldwork Level II](#) Credit Hours: 6

Total: 8 Credit Hours

Year Three (Fall)

- [OCCT 792 - Doctoral Capstone Experience](#) Credit Hours: 6
- [OCCT 794 - Doctoral Capstone Project](#) Credit Hours: 2

Total: 8 Credit Hours

Total Major Hours: 85
