# **OT531 RESEARCH II 2019**

# **SYLLABUS AND TOPICAL OUTLINE**

## CREDIT HOURS: 2

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OFFICE HOURS: 3 days a week by appointment

CLASS DAY AND TIME: Wednesday 11:30-1:30 and 2 - 4

CLASS FORMAT: Team Based Learning and Online

## COURSE DESCRIPTION

Research II will apply concepts and content learned in Introduction to Research to actual research activities using single subject research design. Students will engage in a review of the literature and will develop a proposal for a study using single subject research design. Course information will also be applied to data based decision making for clinical occupational therapy practice in multiple practice settings. Class format will include Team Based Learning. Prerequisite: OT 503

## COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025

The AOTA vision currently states that “Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.” In order for the profession to make this vision become a reality, practitioners need to understand what the effective solutions are. We must create, read, and use research evidence. This course will focus on one specific type of research—single subject design –which is the most likely type that you would actually engage in during your career as an OT. If each of you completed one single subject research project in your career- you would be contributing greatly to the evidence- base of the profession. Additionally, the methods used in single subject research design can also be used for data-based decision making. Data- based decision making is a way of basing your clinical decisions about one client, on performance data you collect from that client. Therefore, these research methods will help you to be a better clinician, one who uses evidence in practice, regardless of whether or not you ever do an actual research study.

## RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design is symbolized by the tree of life, an interconnected and entwined sphere, where faculty design experiences to provide foundational information (the roots), and through collaborative processes between faculty and students, knowledge emerges and is applied to an expanding repertoire of professional behaviors. This course is an intermediate level course that builds upon content from the prior semesters.

## CONCEPTUAL MODEL FOR THIS COURSE

We will use a model called [Johns Hopkins Model of Evidence Based Practice](http://www.hopkinsmedicine.org/evidence-based-practice/jhn_ebp.html).

## MY THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

I believe that all students can learn this material given the sufficient resources, proper instruction, and adequate motivation and effort. I believe that learning takes time, learning takes work, learning takes a supportive classroom environment, learning takes your belief in yourself, and learning takes a belief that the material is important. This means that I believe it takes two to tango. I will do all I can to help you learn this material, but I expect you to make the effort to do so. I will try to convince you that it is important to your future as an OT student, and as an OT professional to know this material- so that you value it and will be motivated to try to learn it. Then I will support you to do so by creating an environment that is tolerant of learning, as fun as possible, and values your effort.

## WHAT YOU CAN EXPECT FROM ME

* Your materials will always be available to you at least one week before class (usually much earlier than that).
* I will answer your emails during the work week within 24 hours. However- you should know that I go to bed early- so if you email me after the early evening you won’t hear from me until the morning. I am up at 5 most days and you will likely get an answer back before you wake up.
* I will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
* I will explain why we are doing what we are doing. I don’t believe in ‘busy work’ and won’t give you any.
* I will have very high standards for your behavior and mine. I believe in Stephen Covey’s [7 habits of highly effective people](https://www.stephencovey.com/7habits/7habits-habit1.php). I also believe that the first thing we need to be able to do to be responsible and effective people is have integrity. Integrity starts with making and keeping promises and commitments. I pride myself on being dependable and keeping my commitments. So- if you ever feel I am not fulfilling what I have listed above- please tell me!!!!!
* When I am meeting with you, and when I am in class with you, you will have my undivided attention. We will all practice ‘being present’ in the moment in our communication with each other. It is an important behavior to learn before working with clients. If it ever seems like I am distracted and not listening fully, please say so. If you ask me a question when I am distracted or when I cannot give you my full attention (for example at the beginning of class if I am setting something up or getting ready for something), I will tell you so and will tell you when I will be able to give you my full attention.
* We will start and end class on time, unless there are extreme events beyond my control.
* I spend a lot of time planning what we will do in class and what I think are activities that will help you learn this material- but that will also be fun. I know research can be boring if we let it be. I will try very hard to not let this class be boring.
* I will model the same professional behaviors of expect of all of you. I will treat you as a future colleague and an adult student. Please speak with me if you are having any difficulties with the material or assignments. However, I also believe in personal responsibility.

## WHAT I EXPECT OF YOU

I expect you to participate, ask questions, and get help if you need it. I expect you to work in this class with integrity. Plagiarism is unacceptable in any form in this course. I expect that you will all demonstrate the professional behaviors you will need as an occupational therapist. You are spending a lot of money to be in school- I hope you take that as seriously as I do and use your time wisely. Plan ahead to make sure you can meet your commitments and deadlines and use whatever resources you need to ensure you do what you say you will do.

## TEACHING AND LEARNING METHODS

This course will be taught through team based learning methods, in class experiences, student presentations, and some online activities.

## COURSE POLICIES

STUDENT BUDGET FOR COURSE SUPPLIES: None

INDIVIDUAL AND GROUP WORK: All work in this course is individual with the exception of the TRATS and the TBL in class experiences.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDENCE: refer to Program Manual

PROFESSIONAL BEHAVIORS: refer to Program Manual

**ACCESS AND ACCOMMODATIONS**

The Office of Special Learning Services provides instructional accommodations and services for students with disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. To learn how to request assistance, visit: <http://www.sacredheart.edu/officesservices/jandrisevitslearningcenter/speciallearningservices/>

If you are in need of assistance to access any materials related to this course or anything else related to your learning experience or time on campus, please contact your instructor or the Office of Special Learning Services ([accessibilty@sacredheart.edu](mailto:accessibilty@sacredheart.edu)).

## REQUIRED TEXT

None- we will use online readings and resources.

## PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

* Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed in the table below. This link will allow you to review the [ACOTE standards](https://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx).
* The course learning objectives are linked to the ACOTE standards as well as the program’s objectives, mission and vision, and the overall curricular design. The program’s objectives were developed based upon our PRIDE vision. Table 1 shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.
* All course expectations are designed according to [Bloom’s Taxonomy of Learning Domains](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/)---Remember, Understand, Apply, Analyze, Evaluate, and Create. This course requires students to analyze, evaluate, and create.

## Table 1- Learning objectives and ACOTE standards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Learning Objective | Program Objective | ACOTE Standard | Learning Experiences | How Will the Learning Objective be Measured? |
| Use single subject research as part of evidence based practice and data based decision-making. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.8.2  B.8.5  B.5.28  B.5.3  B.8.7 | Readings  PPT online lecture  In class activities  TBL | Individual Readiness Assurance Test (IRAT) / Team Readiness Assurance Test (TRAT)  Team application activities (TAA)  Final exam |
| Write research questions that can be answered by single subject research methods | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.8.6 | Readings  PPT online lecture  In class activities  TBL | IRAT / TRAT  Team application activities  Research proposal presentation |
| Select an appropriate single subject design for a given research question. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.8.6 | Readings  PPT online lecture  In class activities  TBL | IRAT / TRAT  Team application activities  Research proposal presentation  Final exam |
| Locate potential sources of grant funding and understand the mechanisms of obtaining grants. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.8.9 | Readings  PPT online lecture  In class activities  TBL | IRAT / TRAT  Team application activities  Final exam |
| Critique the methods of a SSR paper | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.8.5 | Readings  PPT online lecture  In class activities  TBL | IRAT / TRAT  Team application activities |
| Create a single subject research proposal | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.8.1  B.8.8  B.8.6 | Readings  PPT online lecture  In class activities  TBL | Research proposal presentation  Grant assignment |
| Communicate professionally and effectively. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.8.8 | Readings  PPT online lecture  In class activities  TBL | Research proposal presentation  Peer evaluation  Peer feedback  Peer critique |
| Provide effective feedback to colleagues regarding their research and team members regarding their teamwork | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.8.7 | Readings  In class activities  TBL | Peer evaluation  Peer feedback  Peer critique |

## Table 2 Description of Assignments and Grading

| ASSIGNMENT | DESCRIPTION | PERCENT OF GRADE |
| --- | --- | --- |
| Pre-class readings and online activities | You will have preparatory work to do before class each week. This work will not be graded directly, but your preparation will be assessed by the IRAT, and through peer evaluation (see below) | N/A |
| Individual Readiness Assurance Tests (IRAT) | You will take individual quizzes on BB – each 10 questions, in class, on the assigned material (pre class work) for 7 of the class sessions as indicated in the topical outline | 10% |
| Team Readiness Assurance Tests (TRAT) | You will then take team quizzes (the exact same quiz as the individual) but you will work as a team to determine the answers. You will do these on paper using the IF AT forms (see [IF AT Forms](http://www.epsteineducation.com/home/about/) ) | 15% |
| Team application activities (TAA) | The content you have learned for each module will be applied in class with group activities. These will be followed by large group discussion and clarification by the instructor. The TAA will not all be graded, but 4 of them will across the semester. The course instructor will randomly select the 4 and you will not know which will be graded before hand. | 10% |
| Peer evaluation | You will be completing a peer evaluation process for your TBL team members, twice in the semester using an online system called CATME. The feedback at midterm is meant to help you improve your performance, so you will be graded at midterm, but the final grade will replace the midterm grade, allowing you to benefit from improvement based on your peer’s feedback. | 5% |
| Peer feedback | During the midterm CATME peer eval, you will be asked to provide feedback to your peers using qualitative as well as quantitative information. Your written feedback to your peers will be graded for quality. We will practice feedback in class so that you are prepared for this assignment. | 5% |
| Research Proposal Presentation | You will present your research proposal along with a graph of fake data in a ppt presentation to the class. This assignment has multiple steps:   * writing an appropriate research question to study using these methods * completing a literature search and compiling the literature into a literature review to create a rationale for your study and your choice of IV, using theory * writing a logic paragraph outlining your argument and justification for the study * selecting the design you wish to use * deciding on how you will measure your DV * creating a reference list in correct APA format * Creating a ppt presentation for your peers that is professional and engaging   You will have instruction and activities that prepare you to do all of these things.  You will be graded on each part, as well as your professionalism in presentation. You should come dressed professionally for your presentation and you should have practiced your presentation.  Your research question must be suitable for SSR, of interest to you, and related to occupational therapy. You may consult with your fieldwork supervisor for ideas, or other practitioners you know. Or you can use your PBL cases or your Capstone project as ideas. | 25% |
| Grant assignment | You will be given a research question and you will look for appropriate funding sources. You will identify 3 and select which of the 3 you think is best, providing a rationale. | 5% |
| Peer critiques | During research proposal presentations, those who are NOT presenting, will complete a peer critique of those who did  Your critique will not impact the presenter’s grade, but you will be graded on your ability to provide professional feedback, both positive and helpful, in a clear and effective manner. | 5% |
| Final exam | The in class final will be 50 multiple choice questions. | 20% |

## SUMMARY OF GRADING

**Individual grades**

IRAT 10%

Peer critiques 5%

Peer eval 5%

Peer feedback 5%

Presentation 25%

Grant assignment 5%

Final exam 25%

**Team grades**

TRAT 15%

TAA 10%

**NOTE:** There will be an appeals process in place for TRATs that will be described fully on BB. Teams (not individuals) may appeal for additional points if they disagree with an answer on a TRAT, but the appeal must come in writing within 24hours and the students must provide a rationale with evidence, and re-write the question to make it clearer.

# TOPICAL OUTINE

| **DATE** | **PRE- CLASS READINGS/**  **ACTIVITIES** | **SKILLS**  **LEARNED** | **IN CLASS** | **ASSIGNMENTS AND DUE DATES** |
| --- | --- | --- | --- | --- |
| Week 1 May 1 | Examine the “Blueprint for learning” before reading or viewing anything else  Read the Syllabus  Read “Essentials of TBL” (p 1-4 and 14-15 “benefits”)  View PPT on BB called “Research questions in SSR”  View Website [Single subject research questions](http://faculty.virginia.edu/johnlloyd/edlf7330/acts/questions.html)  Horner, 2005 (this paper provides a nice overview of SSR and all of its features)  PPT on BB called overview of SSR    [Overview of Single-Subject Research](https://opentextbc.ca/researchmethods/chapter/overview-of-single-subject-research/) | Determine if SSR is right method to answer a particular research question  Write research questions that can be answered by single subject research (SSR) | Go over syllabus  Team contract  IRAT  TRAT  TAA |  |
| Week 2  May 8 | Examine the “Blueprint for learning” for this module before reading or viewing anything else  [Single-Subject Research Designs](https://opentextbc.ca/researchmethods/chapter/single-subject-research-designs/)  View PPT on BB called SSR Designs | Select an appropriate single subject design for a given research question.  Critique the methods of a SSR paper  “Read” SSR graphs to determine the study design | IRAT  TRAT  TAA | First draft Research question due May 10 by midnight Posted to BB |
| Week 3 May 15 | **ONLINE COURSE**  Why is SSR important?  View TO DO list on BB and do all activities.  View [Logging in to CATME](https://www.youtube.com/watch?v=9QFEJaq2Jm0&index=1&list=PLwyQhAxENQws6MKAYpbRye_e3JsmYQxy1%22+%5Ct+%22_blank)  View [How to take a peer eval survey with CATME](https://www.youtube.com/watch?v=_vapni7K-mc) | Use single subject research as part of data based decision-making. | Online activities and CATME practice | Discussion board |
| Week 4  May 22 | **ONLINE COURSE**  View PPT on BB called “Funding research”  Examine the “Blueprint for learning” for this module before reading or viewing anything else  Examine [Finding funding](http://foundationcenter.org/find-funding)  View Kanji (2015)  [Grants 101](https://www.grants.gov/web/grants/learn-grants/grants-101.html)  and  [Grant eligibility](https://www.grants.gov/web/grants/learn-grants/grant-eligibility.html) | Locate potential sources of grant funding and understand the mechanisms of obtaining grants. | Online activities and assignment | You will turn in your grant assignment before the next class begins |
| Week 5  May 29 | Examine the “Blueprint for learning” for this module before reading or viewing anything else  PPT on BB called “Measurement in SSR: IV, treatment fidelity and social validity”  Three articles posted- but skim through to make sure you understand what treatment fidelity and social validity is, why they are important, and how to measure them   1. Sanetti, & Kratochwill,, (2009) tx fidelity 2. Foster, S. L., & Mash, E. J. (1999)   Snodgrass et al (2018) Social validity in SSR review- | Design measurement systems for the IV | IRAT  TRAT  TAA |  |
| Week 6 June 5 | Examine the “Blueprint for learning” for this module before reading or viewing anything else  View PPT on BB called “Measurement in SSR: the DV and IOA” | Design measurement systems for the DV | IRAT  TRAT  TAA  Complete lottery for pres. schedule | **Final Research Question Due** |
| Week 7  June 12 | Examine the “Blueprint for learning” for this module before reading or viewing anything else  PPT on BB called “Visual Analysis”  PPT on BB called “critiquing SSR designs”  Articles on BB to clarify concepts Ottenbacher (1986)  Lane & Gast (2013) | Use single subject research as part of evidence based practice  Analyze SSR data | IRAT  TRAT  TAA |  |
| Week 8  June 19 | Examine the “Blueprint for learning” for this module before reading or viewing anything else  PPT on BB called “Literature reviews and the logic or argument for a study”  View the ppt called “research proposal template”  View PPT on BB called “Importance of ethics in SSR” | Create a single subject research proposal  Write a logic paragraph (rationale for your study proposal)  Design a proposal that is ethically sound | IRAT  TRAT  TAA | Peer evaluation and peer feedback assignments -Mid-term peer eval on CATME  It will be open for you between June 21 and June 29  Instructions will be on BB as will the link to get to the CATME survey |
| Week 9  June 26 | **NO TBL this week- workshop class**  Just come to class ready to work- bring your laptop, your articles, your ideas etc. We will go through the “do” s and don’ts for your ppt, we will look at template together and get everything ready for presentations | Prep for presentations |  |  |
| Week 10  July 3 | View the ppts presentations of your peers online | Communicate professionally and effectively. | Student presentations | **Presentations due for some**  **Peer critiques** |
| Week 11  July 10 | View the ppts presentations of your peers online | Communicate professionally and effectively. | Student presentations | **Presentations due for some**  **Peer critiques** |
| Week 12  July 17 | View the ppts presentations of your peers online | Communicate professionally and effectively. | Student presentations | **Presentations due for some**  **Peer critiques** |
| Week 13  July 24 | View the ppts presentations of your peers online | Communicate professionally and effectively. | Student presentations | **Presentations due for some**  **Peer critiques** |
| 14  July 31 | View the ppts presentations of your peers online | Communicate professionally and effectively. | Student presentations | **Presentations due for some**  **Peer critiques** |
| Week 15  Aug 7 | Final exam |  | Final exam in class | **Peer and course evals completed**  **Peer evals will again be using CATME** |