



USC Chan Division of Occupational Science and Occupational Therapy

SYLLABUS

OT 526 Practice Scholar: Applying Quantitative Evidence (3 units)

Time & Location:	Tuesday	1:30pm-4:30pm	CHP 224
	Wednesday	1:30pm-4:30pm	CHP 111
	Thursday	9:00am-12:00pm	CHP 109
	Friday	9:00am-12:00pm	CHP 111
Instructors:	Tuesday	Emily Sopkin, OTD, OTR/L	
	Wednesday	Julia Lisle, OTD, OTR/L	
	Thursday	Ashley Halle, OTD, OTR/L, CAPS	
	Friday	Pam Roberts, PhD, OTR/L, SCFES, FAOTA, CPHQ, FNAP, FACRM	
Email:	emily.sopkin@chan.usc.edu julia.lisle@chan.usc.edu ashley.halle@med.usc.edu psrobert@chan.usc.edu or pamela.roberts@cshs.org		
Office hours:	Sopkin	Tuesdays at 12:30-1:30 in CHP 122 or by appointment	
	Lisle	Tuesdays at 12:30-1:30 in CHP 110B or by appointment	
	Halle	Thursdays at 8:00-9:00am in CHP 138A or by appointment	
	Roberts	Fridays at 8:00-9:00am or by appointment	
Correspondence:	We encourage you to contact us with questions, comments or concerns outside of class. Office hours are listed above, and appointments can also be made as needed. Instructors will respond to emails within 48 hours during the week; however, emails received after 5:00 pm on Fridays may not be responded to until the following Monday.		
OTD Resident:	Min Ji Song	minjison@usc.edu	

COURSE DESCRIPTION

This course is the first in a four-part sequence intended to develop practice scholars. Practice scholar is intended to communicate “an ideal of professional excellence grounded in theory and research, informed by experiential knowledge, and motivated by personal values, political commitments, and ethical conduct. Scholar practitioners are committed to the well-being of clients and colleagues, to learning new ways of being effective, and to conceptualizing their work in relation to broader organizational, community, political, and cultural contexts. Scholar practitioners explicitly reflect on and assess the impact of their work. Their professional activities and the knowledge they develop are based on collaborative and relational learning through active exchange within communities of practice and scholarship” (McClintock, 2004, Scholar

Practitioner Model in Distefano, et al (2004) *Encyclopedia of Distributed Learning*, p.2). Program outcomes and educational goals of the 4-part practice scholar course series are that graduates will:

- Find and use rigorous, trustworthy, and relevant evidence to inform practice decisions.
- Collect, analyze, and synthesize information in order to strengthen practice processes and outcomes.
- Mobilize knowledge to thoughtfully address the evolving occupational needs of individuals and society.
- Collect, synthesize, and use evidence in order to reduce impact of health disparities on occupation.
- View evidence from a critical framework, evaluating whether it is relevant and meaningful to all communities.

This course in particular is designed to increase your confidence in using research as part of your clinical decision-making process. Clinical decision-making uses evidence from a variety of sources including scientific literature, clinical examination and observation, client values and preferences, and the client's current situation and contexts. This course will focus on the first of these sources of information but is mindful that research is only one of the pieces of data that informs clinical practice. This course will help you develop critical thinking skills, critically evaluate research literature, and integrate research in clinical decision-making. This will involve formulating clear clinical questions, finding the evidence, evaluating the evidence, and applying it to a clinical problem. A significant part of the class will be learning to participate in and lead journal club on a regular basis. This is designed to be a practical skill that will benefit your future as a clinician.

LEARNING OBJECTIVES

1. Write clear, researchable clinical questions.
2. Identify scientific literature that is relevant to the clinical question and evaluate the extent to which the literature informs the question.
3. Use scholarly literature to make evidence-based decisions.
4. Analyze and critique the validity of quantitative research studies, including the design and methodology.
5. Interpret statistical tests and measurements for the purpose of evaluating research studies and delivering evidence-based practice.
6. Explain findings from the literature to professional colleagues, third party payers, and clients/patients and their families.

ACOTE STANDARDS MET:

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.

B.2.1. Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.

B.2.2. Explain the process of theory development and its desired impact and influence on society.

B.6.1. Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions. Design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues [...] This may include a literature review that requires analysis and synthesis of data.

B.6.2. Select, apply, and interpret quantitative and qualitative methods for data analysis to include: [...] Analysis and synthesis of qualitative data.

B.6.3. 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.

B.6.5. Demonstrate an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.

RELATIONSHIP TO THE CURRICULUM DESIGN

Experts in Occupation:

This course provides students with the opportunity to understand quantitative approaches to understanding efficacy of occupational therapy interventions. Activities in the course focus on occupation-centered practice.

Reflective, Responsive and Engaged Professionals:

Appreciation for, and ability to find, appraise, synthesize, and communicate quantitative evidence, supports students to make best decisions about interventions. Students will consider multiple facets of evidence in order to make professional inferences to benefit individuals and populations.

Practice Scholars:

This course is the first in a four-part sequence intended to prepare you to be a Practice Scholar. Practice scholars are lifelong learners with “professional excellence grounded in theory and research, informed by experiential knowledge, and motivated by personal values, political commitments, and ethical conduct. [...] Their professional activities and the knowledge they develop are based on collaborative and relational learning through active exchange within communities of practice and scholarship” (McClintock, 2004, p.?). In this course, students will develop the skills needed to find and incorporate strong, trustworthy evidence into future practice-based decision-making.

Global Citizens:

This course brings in evidence from national and international studies and encourages students to consider practice contexts across the globe.

Visionaries Shaping Change:

Students will engage in journal clubs in which they make clinical decisions and recommendations that incorporate the best available evidence along with clinical expertise consideration of contextual factors, and client preferences. Taking this broad perspective will enable students to create and assess meaningful change through the occupational therapy process.

Justice, Equity, Diversity and Inclusion (JEDI):

The justice, diversity, equity, and inclusion thread prepares students to “dismantle oppression and decolonize occupational therapy through [...] decolonizing their own way of looking at the world, so that they do not focus on deficits but rather see capacity in others (Simaan, 2020), [...] and developing the understanding that individuals have different conceptions of reality, truth, and the meaning of occupation (Iwama, 2003).” (*USC Chan Curriculum Framework*). In this course students will practice making clinical decisions that align with these concepts and takes into account the individual and their contexts. Students will critique evidence and consider whether it is applicable for all populations, as well as consider their roles in reducing the impact of health disparities on occupation.

Recommended Course Resources:

- 1) Brown, C. (2017). *The evidence-based practitioner: Applying research to meet client needs*. Philadelphia, PA: FA Davis Company. ISBN-13: 978-0803643666

*Readings are listed in syllabus but are recommended, not required. The Brown textbook is available for free on the USC Libraries website. Students just need to log in and you can access the whole book for free. See link here: https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043289195803731

Reference Style:

All assignments will be written using APA format (7th edition). Information about APA style can be found at:

The American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

APA resources:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Participation

It is critical for the learner to be present and engaged throughout all synchronous course activities, as concepts are sequential and build upon one another. Students are responsible for material presented when absent. It is the student's responsibility to contact the instructor to obtain any necessary information after an absence.

We recognize that some students may need to miss class due to illness and/or unforeseen circumstances. Students will be permitted to make up work if they need to miss class. For routine absences, students are expected to notify their instructor(s) a minimum of one hour prior to class so that arrangements for remote participation and/or make-up work can be made. Students will only be permitted to participate remotely if approved by the instructor and aligned with the course learning goals and activities. Make-up work will be determined by the course instructor and is due prior to the start of the next class session.

Understanding that sometimes extenuating circumstances make advanced notification difficult or impossible, if a student is unable to notify their instructor in advance, they are expected to notify their instructor(s) of their absence as soon as possible in order to make arrangements for make-up assignments.

Course Requirements and Assignments:

Assignments in this course are intentionally designed to build upon each other, culminating in the final CAT assignment. Failure to complete an assignment may compromise a student's ability to successfully complete subsequent assignments. Therefore, it is imperative that students complete assignments in a timely manner.

All assignments must be submitted via Blackboard. Due dates are listed by week and all assignments must be submitted prior to the start of class unless otherwise specified.

ASSIGNMENT	DUE DATE	% OF GRADE
Journal Clubs (3)	Variable	15%
Article Presentation	Variable (sign-up)	5%
Background on Topic of Interest	Week 2	5%
PICO Questions	Week 5	10%
Exam 1	Week 7	10%
Literature Search	Week 10	15%
CAP (Critically Appraised Paper)	Week 12	10%
CAT (Critically Appraised Topic)	Week 14	20%
Exam 2	Finals Week	10%

Assignment Submission Policy:

Upload your completed assignments to Blackboard under the “Assignments” tab before the due date.

1. Journal Club (15%)

Some modules will contain group discussion and activities in the format of a journal club. Throughout the semester the class will read current national and international peer reviewed journal articles examining occupational therapy relevant interventions. Utilizing the appraisal worksheet provided in class, you will evaluate and critique the study based on its scientific merit.

The objective of journal club is for students to develop the skills to:

- Use scholarly literature to make evidence-based decisions
- Utilize national and international evidence in making clinical decisions and appreciate the influence of international occupational therapy contributions to research and practice
- Understand and critique the validity of research studies, including the design and methodology of quantitative studies
- Demonstrate the ability to interpret statistical tests and measurements for the purpose of delivering evidence-based practice.

Students will be divided into small groups (5-7 students) that meet during class time to discuss the research study for the week. Discussions will be summarized and reported back to the class as a whole. Group roles will rotate each week. Prior to the start of journal club, each member will **independently** complete and submit a review of the study for that week (using the class appraisal worksheet). There are four journal clubs scheduled.

You are expected to participate in each journal club. The secretary will note down any absences. Collectively as a group you will discuss the appraisal worksheet that was *independently completed prior to journal club* emphasizing the study’s merits and limitations. The group discussions will be summarized and reported back to the class as a whole during following the journal club. There are six journal club roles. Each group member is expected to have completed the entire appraisal worksheet independently before class and submitted to Blackboard.

There will be no opportunity to make-up for the journal club grade unless the instructor excuses your absence **prior** to the scheduled journal club. Excusable absences include personal illness, religious holidays, pre-approved conference travel, and serious emergencies. If your absence is excused, you may submit the class appraisal tool and a 300-word discussion of the article and clinical scenario via email within 48 hours of class. Excusing absences is at the discretion of the instructor.

2. Article Presentation (5%)

Sign up Week 1

This assignment will require each student to **independently** find one peer-reviewed quantitative article on an occupational therapy intervention and present the article to the class. You may use a variety of search engines such as PubMed, USC Norris Medical Library, and Google Scholar. The article does not need to specifically mention occupational therapy, but the intervention must be clearly relevant to occupational therapy practice. The article must be on a completed study and include results and a discussion section.

Each week a small group of students will present their articles. By the end of the semester, every student will have presented on an intervention article of his or her choice. The article must be published within the last 5 years. This presentation will be 5 minutes long and include **no more than 6 slides** (1) introduction slide- which will include the reference of the article in APA format; (2) background slide; (3) research questions and intervention(s) being evaluated; (4) study design and population; (5) results; (6) conclusions. The purpose of this activity is to gain skills in succinctly presenting the findings of an article. Students will learn about interventions in OT's scope and engage in questions and discussion about quantitative clinical research studies.

3. Topic of Interest (5%)

DUE Week 2

This assignment will involve the identification of one occupational therapy **intervention** of your choosing. The purpose is to identify a topic of interest and summarize this intervention using information gained from online resources, textbooks, or peer-reviewed manuscripts which may serve to inform your PICO question, literature search, and other assignments in this class. The two page (maximum) double spaced document will describe the following: the reason for the intervention, its relevance to occupational therapy practice, specific details about what the intervention involves, populations that commonly receive the intervention, and the setting in which the intervention is provided. Also included is why you are interested in this topic and what you would like to learn about the intervention. Minimum of three sources are required. Sources can be from anywhere (Google Scholar, websites, textbook, etc.).

4. PICO Question (10%)

DUE Week 5

Use the PICO format to write three (3) questions related to the effectiveness of occupational therapy interventions. One of these questions will serve as the basis for the literature review assignment. For each of the three questions, please provide a clinical scenario (1 paragraph) and a description (1 paragraph) of the occupational therapy intervention being addressed. When writing your PICO question consider: 1) how well you match the PICO template to the clinical question in your scenarios; 2) the relevance and importance of the question to occupational therapy practice; 3) correct use of the PICO template; and 4) appropriate and meaningful connection between the intervention and the outcome chosen. Your PICO questions should be in the intervention format and must be related to occupational therapy practice.

5. Exam 1 (10%)

In-class, Week 7

The exam will consist of approximately 50 multiple-choice questions on content from weeks 1-6. The exam will last 60 minutes and will be administered via ExamSoft. The objective of this exam is to demonstrate your understanding of research design and methods, the process of evidence-based practice, and its application to occupational therapy practice.

6. Literature Search (15%)

DUE Week 10

Choose one of your PICO questions and conduct a literature search. Describe your search terms and strategy. A template, which must be completed and submitted, will be provided in order to help you with this. Identify 3-5 of the most relevant and best quality articles, and write a paragraph synthesizing why these articles are relevant to answering your question.

The assignment will be graded on 1) the appropriateness of the search terms; 2) the search strategy and results; and 3) the strength of the articles selected and rationale.

7. Critically Appraised Paper (CAP) (10%)

DUE Week 12

You will appraise a quantitative OT intervention study using the CAP AOTA framework that will be provided to you. From your completed PICO question and literature search, you will then identify an article that meets the AOTA criteria, including no systematic reviews. You will then complete the CAP worksheet that will be provided to you. You must follow the CAP guidelines and style guidelines provided to you.

AOTA has established poster sessions for critically appraised papers. CAPs may be submitted as conference proposals with the assistance of a faculty mentor. Each CAP proposal is peer reviewed by trained reviewers. We will strive to help each of you produce a CAP of sufficient quality to be submitted for review but submission is not required for a grade in this class. AOTA abstracts are submitted in June each year for a spring conference the next April. Accepted abstracts can be reported as a peer-reviewed presentation on your CV.

The assignment will be graded on 1) the selection of the article; 2) the analysis of the article; 3) the clarity and appropriate application of review criteria; 4) the appropriate summarization of the findings; and 4) the quality of the clinical bottom line.

8. Critically Appraised Topic (20%)

DUE Week 14

Students will work in pre-assigned groups to develop a critically appraised topic (CAT) around a clinical question. The question will be selected from the literature review assignment (you will decide as a group on which of your questions to use) or you may write a new one as a group. **The instructor must approve all PICO questions in advance.** All PICO questions must use the intervention question format. Students will conduct a literature search and identify 3-5 quality articles relevant to the question. Students will critically review the literature and describe the findings (including completing a class appraisal worksheet). Include a discussion of the strengths and limitations of the studies. Describe the considerations for including the findings of these articles in clinical practice giving a specific case example. Suggest further areas of study with specific comments on study participant selection, study design, and potential statistical analyses. A template will be provided to assist you with these steps.

Students will create a poster and present it during the CAT poster session. The format of this presentation will be discussed in class.

A completed assignment will include 1) completed CAT template worksheet; 2) a one-page poster (slide); 3) poster presentation. You must submit electronic copies to your instructor through Blackboard.

The assignment will be graded on 1) the strength of the PICO question; 2) parsimony and logic of the search strategy; 3) the importance and relevance of the question to occupational therapy practice; 4) the appropriateness of the articles selected; 5) the clarity and appropriate application of review criteria; 5) the appropriate summarization of the findings; 6) the quality of the case example; 7) the strength of the application of the findings to the case study; and 8) the quality of the presentation.

9. Exam 2 (10%)

This exam will consist of approximately 50 multiple-choice questions on content from weeks 8-15. The exam will last 60 minutes and will be administered via ExamSoft. The objective of this exam is to demonstrate your understanding of research design and methods, the process of evidence-based practice, and its application to occupational therapy practice.

Assignments and Exam Policies

Assignments

For individual assignments, each day an assignment is late, 5% will be deducted from the final grade. After 7 days, assignments will not be accepted for late grading and a score of 0 will be given. We will strictly adhere to “due-by” dates AND times. The timestamps on your submissions will be checked such that 1 minute past the due-by time will be considered one day late. Each 24-hour period thereafter will be considered another day late. The only exception to this policy is in the event of an extenuating circumstance (see below), so please allow yourself time for technical glitches or unforeseen events.

In the event of an extenuating circumstance (e.g., student illness, death of an immediate family member) or religious observance resulting in a student’s absenteeism to a class, students must contact the instructors via email prior to the absence, or as soon as possible. The instructor will discuss accommodations of assignment submission at that time. Failure to adhere to these guidelines will mean the student is subject to the standard late assignment policy as outlined above.

Chan Policy Concerning Exams

Students are informed well in advance when exams are scheduled. Thus, it is your responsibility to arrange your personal agendas to adhere to the exam schedules, and it is to your advantage to take all exams at the day/time when they are administered.

Accommodations needed due to a disability/health condition should be requested at the beginning of the semester, well in advance of exams. Per the Chan Division handbook, should a student have approved accommodations through the **USC Office of Student Accessibility Services (OSAS)**, and wish to utilize them for course exams, the student should notify the faculty member a minimum of two (2) weeks prior to the exam (p.20).

Accommodations requested less than two weeks prior to an exam are not guaranteed. Please see the section of the syllabus on disability accommodations.

Examinations **MUST** be taken on the date and at the time scheduled. Acknowledging that legitimate emergencies can arise on the day of a scheduled examination, the following policy will apply:

If a student is late for an exam, they may complete the exam as scheduled with any remaining time available.

If a student misses an exam, the student must provide documentation supporting the following emergencies:

- Serious Illness/Injury of student
- Death of immediate family member

There is no provision for routine makeup of examinations. The instructor will consult with the Associate Chair for Curriculum and Faculty, Dr. Julie Mclaughlin Gray, and *may* approve a makeup exam **ONLY** if the documentation is verified and advanced notification is provided (whenever possible). If approved, the make-up exam may be in an alternative format to the missed exam.

Failure to provide the appropriate documentation will result in a “0” for the examination.

Grading Scale

Course final grades will be determined using the following scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Information Technology (IT) Assistance

Technical support for Zoom and Blackboard: <https://keep-teaching.usc.edu/support/>

USC Chan IT Support Staff

Contact Info: helpdesk@chan.usc.edu; (323) 412-0059

Hours of Service: Monday-Friday, 8:00am – 5:00pm

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

ExamSoft® Information

USC Chan will be utilizing ExamSoft® for student assessment (e.g. testing/examinations). ExamSoft® is a cloud-based exam software with specific system requirements, including use of the application, Examplify. Please review the [minimum system requirements](#) needed for a laptop (Windows or Mac OS X) prior to downloading Examplify. Students will not be able to use iPads for taking exams.

Technological Requirements/Proficiency

During class time, it is expected that students will use their devices for academic purposes only. If students require an internet-enabled device, the USC Computing Center Laptop Loaner Program—USC Information Technology Services provides loaner laptops at the general-use computing centers in King Hall, Ahmanson Information Commons at Leavey Library, and Waite Phillips Hall. For more information about the program, see: <https://itservices.usc.edu/spaces/laptoploaner/>.

Students must access Blackboard in order to receive important emails, documents, and communications from the instructors. Students are expected to manage their emails so that class-related announcements are not missed inadvertently. Grades and feedback will be posted on Blackboard for students to access. If live Zoom sessions are held, students must have access to a device with videoconferencing capabilities, including a video camera, microphone, and speaker.

Internet Etiquette, aka “Netiquette”

Accessing technological devices during class should be limited to academic use only.

USC Technology Rental Program

If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program. To apply, please [submit an application](#).

USC Technology Support Links

Please find support information here: [Zoom information for students](#) | [Blackboard help for students](#) | [Software available to USC Campus](#)

Respect for Diversity

It is the intent of the teaching team that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity into this course are encouraged and appreciated.

In addition, we have attempted to avoid conflicts with major religious holidays in scheduling deadlines. However, if we have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let members of the teaching team know as soon as possible so that we can make other arrangements.

Inclusive Teaching Statement

As USC Chan faculty, it is our responsibility to attend to student differences and take deliberate steps to ensure that all students feel welcomed, valued, challenged, and supported in succeeding in the program. In collaboration with students, we will help cultivate positive rapport and community in the classroom environment. We encourage open communication outside of class regarding any issues or feedback you have, or accommodations you need to overcome barriers to an optimal educational experience.

Our teaching team is committed to creating an inclusive environment in which all students are respected and valued. We will not tolerate disrespectful language or behavior on the basis of age, ability, color, ethnicity, race, gender identity or expression, pregnancy/marital/parental status, military/veteran's status, national origin, political belief or affiliation, religion, sex, sexual orientation, socioeconomic status or any other protected characteristics, nor based on other visible or non-visible differences. We expect the same from you. We are here to learn with and from one another. It is the responsibility of each of us to ensure that our classroom space, and the university as a whole, is a safe and inclusive environment that facilitates learning. We may touch on topics that some students feel sensitive about during class. If you find yourself having an emotional response, please reach out to anyone on our teaching team. We intend to create an equitable and inclusive learning environment that recognizes, respects, supports, and affirms the diversity of identities, backgrounds, and experiences that we all hold. We expect that you assist in co-creating this environment with me and for each other.

"We can disagree and still love each other, unless your disagreement is rooted in my oppression and denial of my humanity and right to exist." – James Baldwin

Course Evaluation:

Course evaluations occurs at the middle and end of the semester. Students are encouraged to provide constructive feedback to the course instructor(s) on facilitators to learning, barriers to learning, and what can be done differently to enhance and maximize the learning experience. Course instructors collect feedback, synthesize information, and make adjustments as necessary to maximize the learning experience after review of mid-semester and end-of-semester course evaluations are reviewed. Student participation is essential to this process and students are encouraged to participate with honest and constructive feedback.

Statement for Students with Disabilities:

Any student requesting academic accommodations based on a disability is required to register with the Office for Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. This letter must be provided to the course instructor in order to institute approved accommodations. OSAS is located in Grace Ford Salvatori Hall (GFS), Room 120 and is open 8:30 am – 5:00 pm, Monday through Friday. The phone number for OSAS is (213) 740-0776, the website is: osas.usc.edu, and the e-mail address is: OSASFrontDesk@usc.edu.

Should a student have approved accommodations through OSAS and wish to utilize them for course exams, the student should notify the faculty member a minimum of two (2) weeks prior to the exam. The Division will make a good faith effort to implement all accommodation requests; however, some accommodations may require additional time to put in place.

The University has a general “No Pets” policy in all of its buildings; however, service dogs are considered an exception to this policy, as defined by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). Service Dogs are allowed to accompany their student handlers while on campus where the public is normally allowed to go, unless the presence of the dog would be a fundamental alteration of the program or service, or would result in a health or safety risk to the dog or some aspect of the environment (e.g. presence of dog hair would violate the integrity of a sterile lab). OSAS should be consulted directly before attempting to determine whether a service dog constitutes a fundamental alteration. Student owners are responsible for the safety, health, and wellbeing of their service animal and the service animal should be under the control of their handler at all times. Should you wish to voluntarily register your service animal at USC you may do so through the [OSAS](#) office.

SEMESTER OVERVIEW

Week	Topic	Class overview
Week 1	Introduction to Evidence-Based Practice and Knowledge Mobilization	Syllabus overview Lecture/discussion Introduce topic of interest Sign up for article presentations
Week 2	Introduction to Journal Club	In class journal club Topic of interest due
Week 3	Reviewing & Evaluating Research: Part I	Article presentations Journal club
Week 4	Study Results: Part I	Article presentations
Week 5	Reviewing & Evaluating Research: Part II	Article presentations PICO due
Week 6	Study Results: Part II	Article presentations Q&A, activity Journal Club Exam Review
Week 7	Exam 1 Literature Searches	Exam 1 Introduce Literature Search assignment
Week 8	Literature Searches	Literature Search with Karin Saric Lit Search Workshop
Week 9	Reviewing & Evaluating Research: Part III	Article presentations Journal Club
SPRING RECESS March 13-17		
Week 10	Study Results: Part III	Article presentations Q&A and activity Lit search due
Week 11	Study Results: Part IV	Article presentations Guest lecture and activity with Dr. Sideris
Week 12	CAT Working Session	Article presentations CAP Due CAT Workshop
Week 13	Integrating Evidence in Clinical Practice & Knowledge Mobilization for Practice Scholars	Journal Club
Week 14	CAT Poster Presentations Monday, April 17 th , 5-7pm (NO CLASS Tues-Fri) CAT components due to Blackboard by 11:59pm Tuesday, April 18 th	
Finals Week	Exam 2	Wed. April 26, 9:00 am

SCHEDULE OF CLASSES

Week 1 –

Introduction to Evidence-Based Practice and Knowledge Mobilization

Introduction to evidence-based practice; review of syllabus and class expectations

Learning objectives (Students will be able to...):

1. Define quantitative research and understand its relationship to qualitative research.
2. Articulate an understanding of what evidence-based practice means and apply it to OT practice.
3. Discuss the significance of the current US healthcare system's need for evidence to enact policy.
4. Identify the four facets of evidence-based practice and understand the role of quantitative research.

Introduce Assignment: Topic of interest, sign up for article presentation

Readings:

Brown chapter 1, p.1-8; chapter 11, p.203-209

Week 2 –

Introduction to Journal Club

What is a journal club and why should I be in one? Introduction to class appraisal worksheet

ASSIGNMENT DUE: Topic of Interest

Introduce Assignment: PICO Questions

Learning objectives (Students will be able to...):

1. Demonstrate an emerging ability to appraise and critically analyze a scientific article.
2. Describe the importance and use of journal clubs for disseminating and understanding scientific research.
3. Practice using national and international evidence in making clinical decisions
4. Articulate an appreciation the influence of international contributions to research and practice.
5. Demonstrate an emerging ability to critique the validity of research studies, including the design and methodology of quantitative studies.
6. Generate research questions targeted at clinical scenarios using the PICO question format.

Readings:

Brown chapter 2, p.31-37

Week 3 –

Reviewing & Evaluating Research: Part I

Matching the design to the study question, introduction to analytic study design

ASSIGNMENT DUE: Journal Club #1 – RCT

Learning objectives (Students will be able to...):

1. Critically read a scientific article and understand its different sections.
2. Identify different types of study designs, in particular those categorized as experimental
3. Describe the significance of randomized controlled trials to establish causation.

4. Demonstrate an emerging ability to assess the strengths and appraise the quality of randomized controlled trials.
5. Participate in a journal club and take an active role in critiquing a scientific study

Readings:

Brown chapter 3, p.39-49; chapter 6, p.104-116

**Week 4 –
Study Results: Part I**

Understanding and interpreting results in quantitative analysis: means, standard deviations, normal distribution

Learning objectives (Students will be able to...):

1. Define descriptive statistics
2. Articulate the difference between categorical and continuous variables.
3. Explain how descriptive statistics are represented in research articles.
4. Demonstrate an emerging ability to understand quantitative tables in research articles.

Readings:

Brown chapter 1, p.9-17; chapter 4, p.60-64

**Week 5 –
Reviewing & Evaluating Research: Part II**

Study design in more detail – confounding and bias, observational approaches (cohort, case control and cross-sectional designs)

ASSIGNMENT DUE: PICO questions

Learning objectives (Students will be able to...):

1. Identify, as well as compare and contrast different types of observational designs.
2. Explain the difference between a retrospective and prospective observational study.
3. Demonstrate the ability to appraise observational study designs.
4. Demonstrate the ability to define, as well as compare and contrast bias and confounding, and identify common types of each.

Readings:

Brown chapter 6, p.117-120; chapter 5, p.81-102

**Week 6 –
Study Results: Part II**

Hypothesis testing, effect sizes

ASSIGNMENT DUE: Journal Club #2

Learning objectives (Students will be able to...):

1. Define inferential statistics and explain the difference between various statistical tests.
2. Demonstrate an emerging ability to understand the results sections of research articles.

Readings:

Brown chapter 4, p.65-77

Week 7 –

Exam 1 and Introduction to Literature Search Assignment

EXAM 1: Multiple-choice exam, in class

Week 8 –

Literature Searches

Finding and choosing the best literature to answer your question.

Introduce Assignment: Literature search

Guest Lecture: Karin Saric, MLIS

Learning objectives (Students will be able to...):

1. Identify various ways to access literature.
2. Utilize the PubMed database to access research.
3. Design an efficient search strategy using key words to locate relevant research articles that can be used to inform evidence-based decision making.
4. Demonstrate the ability to develop a research question, locate relevant literature, and select an appropriate sample of articles that address the question.
5. Access national and international evidence when making assessments or intervention choices and appreciate the influence of international contributions to research and practice.

Readings:

Brown chapter 2, p.21-30

Week 9 –

Reviewing & Evaluating Research: Part III

Scoping reviews, systematic reviews and meta-analysis, practice guidelines

ASSIGNMENT DUE: Journal Club #3

Introduce Assignment: Critically Appraised Paper (CAP)

Learning objectives (Students will be able to...):

1. Describe the difference between a scoping review and a systematic review
2. Recognize and explain the steps involved in conducting a systematic review.
3. Identify strengths and weaknesses of systematic reviews
4. Appraise the quality of systematic reviews.
5. Identify and utilize databases with which to find systematic reviews related to OT practice.

Readings:

Brown chapter 7, p.128-141

**Week 10 –
Study Results: Part III
Correlation and Regression**

ASSIGNMENT DUE: Literature Search

Introduce Assignment: Critically Appraised Topic (CAT)

Learning objectives (Students will be able to...):

1. Define correlation and regression, as well as related concepts.
2. Read a scatterplot table.
3. Define and use basic descriptive, correlational, and inferential quantitative statistics.

Readings due:

Brown chapter 8, p.145-162

**Week 11 –
Study Results: Part IV
Reliability and Validity**

Learning objectives (Students will be able to...):

1. Define reliability and validity
2. Demonstrate an emerging understanding of reliability, validity, and related concepts.
3. Identify different types of reliability and how they are assessed.
4. Explain the concepts of clinical significance in applying research to practice.
5. Select outcomes measures based on reliability and validity principles, and that are relevant to the population.

Readings:

Brown chapter 10, p.183-199

**Week 12 –
CAT Workshop**

ASSIGNMENT DUE: Critically Appraised Paper (CAP)

Students will participate in CAT Workshop this week.

**Week 13 –
Integrating Evidence in Clinical Practice and Knowledge Mobilization for Practice Scholars**

Learning objectives (Students will be able to...):

1. Explain the full process of evidence-based practice, particularly the applying step.
2. Identify strategies to translate evidence into practice.
3. Distinguish between evidence-based practice and practice-based evidence.
4. Define knowledge mobilization and consider their role as practice scholars to prepare for remaining course series.

Readings:

Titler, M. G., Conlon, P., Reynolds, M. A., Ripley, R., Tsodikov, A., Wilson, D. S., & Montie, M. (2016). The effect of a translating research into practice intervention to promote use of evidence-based fall prevention interventions in hospitalized adults: A prospective pre-post implementation study in the US. *Applied Nursing Research, 31*, 52-59.

Titler, M. G. (2010). Translation science and context. *Research and Theory for Nursing Practice: An International Journal, 24*(1), 35-55.

Juckett, et. al. (2019). Narrowing the gap: An implementation science research agenda for the occupational therapy profession. *American Journal of Occupational Therapy, 73*(5).

Week 14 –

Week of AOTA Conference (NO CLASS Tuesday – Friday)

ASSIGNMENT DUE: CAT Poster Presentations – Monday, April 17th, 5:00 – 7:00 pm in CHP (multiple rooms); CAT components due to Blackboard by 11:59 pm Tuesday, April 18th

Finals Week: Wednesday April 26th at 9:00am (rooms TBA)

EXAM #2: Multiple-choice exam

The course instructor reserves the right to amend this syllabus throughout the semester as needed in order to optimize learning.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <https://ooc.usc.edu/research-compliance/scientific-integrity/>.

Should there be any suspicion of academic dishonesty, students will be referred to the Chan Division's Academic Integrity Officer for further review. The judicial process can be found at: <https://sjacs.usc.edu/>

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should

be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Statement on Recording of Materials (Audio/Visual) in Class or Lab Sections:

SCampus, Part B, Section 11: Behavior Violating University Standards and Appropriate Sanctions

General principles of academic integrity include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Faculty members may include additional classroom and assignment policies, as articulated on their syllabus.

The following are examples of violations of these and other university standards....[sections omitted]...

11.12 (B). Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See **Section C.1 Class Notes Policy**).

11.12 (C). Recording a university class without the express permission of the instructor and announcement to the class. Recording can inhibit future free discussion and thus infringe on the academic freedom of other students as well as the instructor.

Full page: <https://policy.usc.edu/scampus-part-b/>

Students are referred to the Division's Student Handbook at:

<http://chan.usc.edu/academics/current-students/handbook>