

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: OTH 6763 (3 credit hours)
Research I: Evidence Based Practice

Semester: Summer 2022

Date and Time: Tuesdays 10:30-12:25 (Section A); 8:00-9:55 (Section B) & Thursdays 8:00-9:50 (Section A);
10:00-11:50 (Section B)

E-Learning (Canvas): <https://lss.at.ufl.edu/>

Delivery Format: In-person, blended learning

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Office Hours: Tuesdays 12:30-1:30 (Sharon), 4:00-4:30 (Dr. Kreider); Thursdays 12:00-1:00 (Shazz)
Office Hours Location: Room 2171 (RSD Lab, which is down the hall from the ADL room); 2114 (Dr. Kreider)
Preferred Course Communications: email (via campus email system)

Prerequisite: Admission to the Doctor of Occupational Therapy (OTD) Program, other graduate program, or permission of instructor.

PURPOSE AND OUTCOME

Course Overview: Research 1: Evidence Based Practice is a required course within the Doctor of Occupational Therapy (OTD) program. This course emphasizes use of current research evidence in healthcare decision-making, an activity known as evidence-based practice. It provides foundational knowledge that supports students' abilities to describe and interpret the scope of the profession, appraise new knowledge, create new knowledge, and interpret and apply this knowledge to practice.

Relation to Program Outcomes: This course is a required course within the Doctor of Occupational Therapy program and prepares students for the Research 2 course taught in the third year of the OTD program. It also supports students learning in the area of psychosocial assessment, intervention, and fieldwork, and for future courses and fieldwork experiences in the areas of adult and pediatric rehabilitation and participation. It is taught in third semester of the OTD program.

Course Objectives: Based on Section B of the ACOTE (Accreditation Council for Occupational Therapy Education) Standards and Interpretative Guidelines (2018), this course contributes to the following Accreditation Standards: **B.1.4** (*Quantitative Statistics & Qualitative Analysis*) and **B.2.1** (*Scientific Evidence, Theories, Models of Practice, and Frames of Reference*)

By the end of the course, students will be able to:

1. Articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy [assessed via examinations, quizzes, preparation worksheets, and in-class activities].
2. Effectively locate, understand, and evaluate information from published empiric literature [assessed via examinations, quizzes, preparation worksheets, critical appraisal worksheets, case-based EBP presentation, and in-class activities].
3. Use research literature to make evidence-based decisions [assessed via examinations, quizzes, preparation worksheets, case-based EBP presentation, and in-class activities].
4. Understand and critique the quality of research studies, including designs (both quantitative and qualitative) and methodologies [assessed via examinations, quizzes, preparation worksheets, critical appraisal worksheets, case-based EBP presentation, and in-class activities].
5. Demonstrate basic skills necessary to present and lead critical discussion of research information [assessed via examinations, quizzes, preparation worksheets, critical appraisal worksheets, case-based EBP presentation, and in-class activities].
6. Communicate coherently within group work and discuss and debate ideas courteously with those who disagree [assessed via instructor classroom observations of in-class activities and from peers' written evaluations].
7. Evaluate peer's performance in group work and for presentation and leadership of group discussion [assessed via peer evaluation assignment and/or Qualtrics].

Student Learning Outcomes:

1. Develop critical reading and critical thinking skills through assigned in-class and out-of-class work.
2. Refine group collaboration skills through engagement in structured group in-class and out-of-class work.
3. Formulate and provide constructive peer feedback.

Instructional Methods

This class uses **advanced readings** and **advanced homework preparation** (i.e., homework worksheets completed ahead of class, lecture videos, websites). These advanced work/assignments are critical to your ability to engage meaningfully (professionally) and maximally benefit from in class presentations, facilitated discussions and group activities (e.g., cases and problem-solving activities); completion of assigned advanced activities will set you to grapple aloud with classmates regarding the new and challenging ideas presented in the textbook and in class.

Students will be provided structured opportunities to engage in the processes entailed in evidence-based practice. Specifically, through in-class group work and individual out-of-class work, students will engage in the processes of formulating clinical questions, identifying relevant evidence, evaluating the evidence, synthesizing their findings, and determining a course of action based on the appraisal.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of independent preparation activities, technology, and face-to-face instruction to help you maximize your learning. Knowledge content that I would have traditionally presented during a live class lecture is instead provided via chapter readings, preparatory exercises, and some online content (e.g., lecture videos) before the live class takes place. This lets me focus my in-class teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of me?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all preparatory (advanced) out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the in-class sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers and your attendance and engagement in the in class small group activities is required in order to facilitate your overall mastery of the course objectives.

Please note that out-of-class workload expectations are significant, specifically the time required to complete activities for course preparation and integration of in-class learning. It is anticipated that preparation for class, semester projects, and the integrative studying of the material following each class will require **6 – 8 hours** per week *outside of class time*. This workload over a 12-week summer semester is consistent with doctoral level coursework as defined by the University of Florida's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (<https://citt.ufl.edu/resources/course-design-basics/develop-and-implement/considering-student-workload/>).

Class Preparation, Active In-class Participation, and Peer Assessment

Modern healthcare systems often require team-based approaches to best serve patients' often complex and multifaceted healthcare needs. It is the professional expectation within this course that each student prepares fully and brings their knowledge base and critical thinking skills forward into the course's small group discussions and collaborative learning activities. Within clinical practice, a failure to bring a prepared and sound knowledge base, and to critically appraise/analyze a clinical situation can lead to catastrophic consequences. As such, in preparing students for real world collaborative health team engagement, we will be using team-based learning approaches whereby each student's preparation and contributions to the team's processes and collaborative clinical decision-making will be assessed by team-members.

DESCRIPTION OF COURSE CONTENT

Assignments & Grading:

I. Textbook chapter readings, chapter exercises, “From the Evidence” exercises, and pre-recorded lecture videos.

Completion of assigned textbook chapter readings, chapter exercises, and “From the Evidence” exercises is required before beginning each chapter’s classroom-based learning and assessment activities. Classroom activities are structured and planned based on active completion (i.e., written completion of the chapter and “From the Evidence” exercises) of all assigned preparation activities.

Prepared lecture slides are minimal and are not designed to deliver content learned via assigned chapter preparation activities. Content is gained from (1) chapter readings, (2) completion of chapter exercises, (3) “From the Evidence” exercises, and (4) Preparation Lab Sheets (described below). Rather, prepared slides are designed to clarify and deepen your understanding of the material learned through the structured preparatory activities.

II. Exams (50% total)

Two exams will be administered in this course. Exams will be administered online outside of regularly scheduled class time during an OTD program designated exam timeslot; please refer to the OTD program semester schedule for specific times reserved for exams. Exams will be administered via the course website on Canvas using LockDown Browser. You are responsible for ensuring that your LockDown Browser application is up to date and working prior to each exam.

III. Case-Based EBP Presentation (6%) & Case-Based Clinical Questions (2% total)

Purpose: To implement EBP processes into clinical decision-making. Students will work in assigned groups of 3-4 students; the instructor will assign group members. The Case-Based EBP Presentation Assignment is a semester-long project whereby each group will be assigned a written case from which they will craft a series of focused **case-based clinical questions** that can be answered by the published evidence. Each group will develop a total of 5 case-based clinical questions that are specific to their assigned case.

Each group will investigate, appraise (*see section V. Critical Appraisal of Published Evidence*), and synthesize the evidence (*see section IV. Synthesis of the Published Evidence*) specific to their assigned case and present their overall findings as a poster presentation at the end of the semester. A single group grade will be assigned to each member of the group.

Criteria for written submission: Presentation accurately and concisely articulates the presentation’s purpose, synthesizes the assigned case, describes search and inclusion criteria, articulates the focused clinical questions used and guiding theories/frames of reference, synthesizes results for each question, and articulates the groups’ conclusions with respect to occupational therapy practice.

Criteria for oral presentation: Oral presentation is clear, thoughtful, organized and succinct (i.e., concisely explains findings - does not simply repeat but expands upon poster content). All students are expected to take part in an oral presentation and must concisely and clearly answer any questions directed at her/him regarding content or interpretations of that content.

IV. Synthesis of the Published Evidence (10% total)

Purpose: To identify and integrate results of scientific studies to inform evidence based clinical decisions. Each student will locate and select published evidence (research article) that will be integrated (combined with articles selected/appraised by all group members) and used by the group to craft a synthesized answer to the group’s specific Case-based clinical questions.

Purpose: To communicate which evidence, after critical appraisal, best supports the group’s clinical decision regarding each clinical question answered via the published research literature. Students will work as a group to create an evidence synthesis table of the evidence identified and critically appraised and will translate synthesized results to implications for clinical care decisions specific to the group’s assigned case.

Groups will complete 5 syntheses of their findings that will, by the end of the semester, be incorporated into their Case-Based EBP Presentation (*see section III. Case-based EBP Presentation*). A single group grade will be assigned to each member of the group for each synthesis of the evidence.

V. **Critical Appraisal of Published Evidence** (12% total)

Purpose: To critically appraise research evidence for clinical decision making. Students will work individually to critically appraise their selected research articles that are used to create a synthesized appraisal of the evidence selected to answer each Case-based focused clinical question. Critical appraisal forms (and guides for their use) are located at: <https://canchild.ca/en/resources/137-critical-review-forms-and-guidelines>. Students will independently complete a total of 5 graded critical appraisals of research identified and selected to inform case-specific clinical questions.

How Critical Appraisals and Syntheses build toward the Case-based EBP Presentation Assignment

- Each group will craft a total of five case-based clinical questions that can be answered from the published research – these are 5 questions that are related to the group's assigned case; we will use table 1-1 in textbook to guide clinical question development.
- For each clinical question, each group member will locate and appraise a research article that contributes to answering the question – this means that each person will be responsible for locating and appraising 5 different research articles.
- For each question, groups must work together to synthesize the group's articles to answer each question – for example, if the group has four members, then they will synthesize the four articles that appraised by each member to craft a cohesive synopsis of how the evidence informs the answer to that specific question.
- The final Case-based EBP Presentation will incorporate all findings.

VI. **Prep Worksheets** (12% total)

Purpose: To optimize learning and identify areas of understanding and those that require additional learning. Based on the chapter readings, students will complete a preparation lab sheet in advance of class that is designed to facilitate application and comprehension of the chapter reading, as well as the student's critical thinking regarding the content. Completion of the Preparation Lab Sheets will prepare students to fully engage in the in-class learning activities.

VII. **Readiness Quizzes** (2% total)

Purpose: To assess knowledge in topical area and optimize in class learning. A total of 8 readiness quizzes will be administered throughout the semester, whereby the 7 highest quiz grades will contribute to the student's grade for the course. Readiness quizzes are designed to assess your readiness to actively engage in classroom activities based on your advanced preparation (e.g., assigned chapter reading, textbook exercises and From the Evidence exercises, and weekly prep sheets). Each readiness quiz will be administered on Canvas prior to the beginning class where the content will be used (refer to course calendar).

VIII. **In-class Quizzes** (4% total)

Purpose: To assess integration of the topical content learned and practice using topical content within clinical reasoning scenarios. There will be in-class quizzes throughout the semester – some quizzes may not be announced in advance and are designed to foster application and critical thinking regarding the content at hand.

In-class group quizzes will be timed and require that you have completed advanced reading in order to complete the group quiz on time. You must be present in class to take the quiz and it cannot be made up. The lowest score will not contribute toward your grade. The quizzes may use a mix of Canvas quizzes and group-based quizzes.

IX. **Professionalism in Preparation, Participation, & Communication** (4% total)

Professionalism will be assessed through a combination of: (1) Instructor observations, (2) Group-member Evaluation (described below) of your performance, (3) the evaluations you provided regarding your peers' preparation, participation, and communication via Group-member Evaluations; and (4) the Professionalism rubric provided on the course website (Canvas).

Case-based EBP Presentation/Assignment Group-member Evaluations: Students will provide quantitative appraisal and qualitative feedback of each group member's professionalism related to group membership (e.g., preparation, group contributions, discussions) at the mid-point of the project.

The quality of the appraisals/evaluations you provide will contribute to your professionalism grade.

Your peers' appraisal of your professionalism (preparation/participation/communication) within your working groups will inform your professionalism grade.

In-class Group-member Evaluation: Students will provide quantitative appraisal and qualitative feedback of each weekly group member's professionalism related to group membership (e.g., preparation, group contributions, discussions) at the end of each in-class working group rotation.

The quality of the appraisals/evaluations you provide will contribute to your professionalism grade. Your peers' appraisal of your professionalism (preparation/participation/communication) within your working groups will inform your professionalism grade.

Professionalism will be monitored as described below. If I note any concerns regarding a student's professionalism, I may counsel the student and may use a professionalism rubric in addition to criteria listed below to objectively assess performance in the area of professionalism.

Professionalism in class participation and communication includes, *but not limited to*, the following behaviors:

- Complete class preparation – completed ahead of class
- On time arrival to class with active participation in group and class discussions – this includes active listening with demonstration of understanding through use of paraphrasing or by acknowledging and building on others' ideas, asking questions, and periodically, when appropriate, introducing relevant new information about the topic.
- Using electronic devices for course-related activities only.
- Informing the instructor, TAs, and others (e.g., group members) ahead of time if likely to be late or absent and arranges to cover own responsibilities.
- Complete preparation for the Case-Based EBP Presentation/Assignments (for all the preliminary submissions and the final submission and presentation)
- Consistency with adherence to communication guidelines described within this document (Section: Student Expectations, Roles, and Opportunities for Input).

You can POSITIVELY affect your participation grade by:

1. Becoming more active and/or making more effective comments that raise overall level of discussion and set examples for others.
2. Asking thoughtful questions that will enhance discussion and engage peers.
3. Listening carefully to, supporting, and engaging your peers in discussion. This will essentially improve others' learning experience.

You may NEGATIVELY affect your participation grade by (*not limited to behaviors listed below*):

1. Dominating class discussions, thereby restricting others' participation.
2. Disrupting others' opportunity to listen and/or participate.
3. Making negative, offensive, and/or disrespectful comments, sounds, or body language during discussions.
4. Using electronic devices, such as - but not limited to - a cell phone, iPad, or computer, for personal or other coursework reasons during class unless instructed to do so. *Each violation reduces the participation points by 0.5% - there are no exceptions.*

Topical Outline/Course Schedule: Detailed schedule information and additional assigned readings are provided on the course website.

Week	Date(s)	Topic(s)	Preparation (due ahead of class) & Assignments <i>- additional preparation assigned via course website/Canvas</i>
1	May 10 & 12	Course introduction, assignments & working groups; Intro to EBP, literature searches Chapter 1 EBP - Why practitioners need to understand research	<ul style="list-style-type: none"> • Review course syllabus and website/Canvas & bring questions to Tuesday class <p>For Thursday</p> <ul style="list-style-type: none"> • Read/review in preparation for Thursday's class activities. <ul style="list-style-type: none"> ○ Keshav, 2007. How to read a paper. https://doi.org/10.1145/1273445.1273458 ○ Subramanyam, 2013. Art of reading a journal article: Methodically and effectively. https://pubmed.ncbi.nlm.nih.gov/23798833/ ○ Critical review forms and guidelines for their use located at: https://canchild.ca/en/resources/137-critical-review-forms-and-guidelines • Begin Chapter 1 Reading and chapter activities

Week	Date(s)	Topic(s)	Preparation (due ahead of class) & Assignments - <i>additional preparation assigned via course website/Canvas</i>
2	May 17 & 19	Chapter 1 (cont.) Chapter 2 Finding & Reading Evidence Chapter 3 Research Methods & Variables	<p>Complete all Chapter 1 and Chapter 2: Reading, Key words, From the Evidence, Tables, Figures, and Exercises (check your answers to the Exercises at the end of the chapter)</p> <p>Complete Chapter 1 and Chapter 2 Preparatory Assessment Activities</p> <ul style="list-style-type: none"> • DUE Tue 8:00 am: Chapters 1 & 2 Weekly Prep Sheet • DUE Tue 8:00 am: Chapters 1 & 2 Readiness Quiz <p><u>Additional Required</u> (Skim) Reading for Chapter 1/Chapter 2 in-class application quiz:</p> <ul style="list-style-type: none"> • doi:10.1001/jamainternmed.2013.359 • https://www.ncbi.nlm.nih.gov/pubmed/18652095 • doi: 10.1037/a0024293 • https://doi.org/10.1016/j.sleep.2010.04.014 <p>Lecture Video - Conducting literature searches – posted on course website. Note: lecture broken up into 3 smaller videos to post on course website; about 1-hour total</p> <p>Chapter 3: Read Chapter 3 in preparation <i>for Thursday's</i> class</p>
3	May 24 & 26	Chapter 3 (cont.) Case-based EBP group project.	<p>Complete Chapter 3: Key words, From the Evidence, Tables, Figures, and Exercises</p> <p>Lecture Video to augment understanding of Chapter 3 material - posted on course website</p> <p>Complete Chapter 3 Preparatory Assessment Activities</p> <ul style="list-style-type: none"> • DUE Tue 8:00 am: Chapter 3 Weekly Prep Sheet • DUE Tue 8:00 am: Chapter 3 Readiness Quiz <p><u>Additional Required</u> (Skim) Reading for Chapter 3 in-class application quiz:</p> <ul style="list-style-type: none"> • https://doi.org/10.1111/j.1601-5215.2011.00587.x • https://doi.org/10.3109/09638288.2010.509458 • https://doi.org/10.1016/j.jpsychires.2013.07.017 • (read abstract only) https://doi.org/10.1186/1471-244X-13-32 <ul style="list-style-type: none"> • DUE Thur 8:00 am: Your Case-based EBP group's case-specific "description of the condition" question(s) [refer to Table 1-1] • DUE Thur 8:00 am: Individually completed critical appraisal of a descriptive research study that answers (one of) your Case-based EBP group's case-specific "description of the condition" question(s) [refer to Table 1-1 and https://canchild.ca/en/resources/137-critical-review-forms-and-guidelines]

Week	Date(s)	Topic(s)	Preparation (due ahead of class) & Assignments - <i>additional preparation assigned via course website/Canvas</i>
4	May 31 & June 2	Chapter 4 Understanding Statistics	Complete Chapter 4: Reading, Key words, From the Evidence, Tables, Figures, and Exercises Lecture Video to augment understanding of Chapter 4 material - posted on course website Complete Chapter 4 Preparatory Assessment Activities <ul style="list-style-type: none"> • DUE Tue 8:00 am: Chapter 4 Weekly Prep Sheet • DUE Tue 8:00 am: Chapter 4 Readiness Quiz <u>Additional Required</u> (Skim) Reading for Chapter 4 in-class application quiz: <ul style="list-style-type: none"> • https://doi.org/10.2522/ptj.20100399 <ul style="list-style-type: none"> • DUE Thur 8:00 am: Your Case-based EBP group’s case-specific “description of lived experience” question(s) [<i>refer to Table 1-1</i>] • DUE Thur 8:00 am: Individually completed critical appraisal of a qualitative study that answers (one of) your Case-based EBP group’s case-specific “description of lived experience” question(s) [<i>refer to Table 1-1 and https://canchild.ca/en/resources/137-critical-review-forms-and-guidelines</i>]
5	June 7 & 9	Chapter 5 Validity	Chapter 5: Reading, Key words, From the Evidence, Tables, Figures, and Exercises Lecture Video to augment understanding of Chapter 5 material - posted on course website Complete Chapter 5 Preparatory Assessment Activities <ul style="list-style-type: none"> • DUE Tue 8:00 am: Chapter 5 Weekly Prep Sheet • DUE Tue 8:00 am: Chapter 5 Readiness Quiz <u>Additional Required</u> (Skim) Reading for Chapter 5 in-class application quiz: <ul style="list-style-type: none"> • doi: 10.1097/JSM.0b013e318254d7cd <ul style="list-style-type: none"> • DUE Thur 8:00 am: Your Case-based EBP group’s case-specific “prediction of an outcome” question(s) [<i>refer to Table 1-1</i>] • DUE Thur 8:00 am: Individually completed critical appraisal of a descriptive research study that answers (one of) your Case-based EBP group’s case-specific “prediction of an outcome” question(s) [<i>refer to Table 1-1 and https://canchild.ca/en/resources/137-critical-review-forms-and-guidelines</i>]

Week	Date(s)	Topic(s)	Preparation (due ahead of class) & Assignments - <i>additional preparation assigned via course website/Canvas</i>
6	June 14 & 16	<p>(Tue am) Wrap up Chapters 4 & 5 or exams during class [to be determined as the semester progresses]</p> <p>(Tue pm) 4:15 – 6:00 Exam 1 Location: TBA – <i>please hold the Tuesday 4:15 – 6:00 timeframe for an in-person exam in case we need to use the morning class time for course content.</i></p> <p>(Thur) (1) Identifying Theoretical Frameworks to support Case-based EBP; (2) Evidence synthesis Q & A</p>	<p>Exam 1 (Tue pm) - Chapters 1, 2, 3, 4 & 5 and assigned content videos, lectures, and readings</p> <p>For Thursday: Due Thur 8:00 am: Case-based EBP group's preliminary submission 1 of Synthesis of the group's "description of the condition" studies</p> <ul style="list-style-type: none"> • Video: How to make a poster (on course website) • In your EBP groups begin to brainstorm for the poster how to adapt the components of a scientific poster to your group's (a) clinical case and presentation purpose; (b) search methods and inclusion criteria; (c) synthesized evidence for condition and lived experience descriptions and outcome predictions; (d) theoretical frame(s) applicable for guiding assessment and intervention evidence questions; (e) synthesized evidence for applicable assessments; (f) synthesized evidence for potential interventions; and (g) conclusions regarding evidence-based clinical decision-making specific to your case • DUE Thursday in class: Peer/team-member Evaluation (In-class working group/teams) • Due Friday 12:00 noon: Case-based EBP group's preliminary submission 2 of Synthesis of the group's "description of the condition" studies
	June 20-24	No class. Summer break week	
7	June 28 & 30	<p>Chapter 8 Descriptive & Predictive Research Designs</p> <p>Chapter 9 Qualitative research</p>	<p>Chapter 8 & Chapter 9: Reading, Key words, From the Evidence, Tables, Figures, and Exercises</p> <p>Lecture Videos to augment understanding of Chapter 8 and Chapter 9 material - posted on course website</p> <p>Complete Chapter 8 & 9 Preparatory Assessment Activities</p> <ul style="list-style-type: none"> • DUE Tue 8:00 am: Chapter 8 Weekly Prep Sheet • DUE Tue 8:00 am: Chapter 9 Weekly Prep Sheet • DUE Tue 8:00 am: Chapter 8 Readiness Quiz • DUE Tue 8:00 am: Chapter 9 Readiness Quiz <p><u>Additional Required</u> (Skim) Reading for Chapter 8 in-class application quiz:</p> <ul style="list-style-type: none"> • https://doi.org/10.1016/j.apmr.2013.09.018 <p><u>Additional Required</u> (Skim) Reading for Chapter 9 in-class application quiz:</p> <ul style="list-style-type: none"> • https://doi.org/10.3109/09638288.2014.904936 • https://doi.org/10.1310/tsr2103-228 • https://doi.org/10.3109/09638288.2014.932444 • https://doi.org/10.1186/1472-6963-13-323

Week	Date(s)	Topic(s)	Preparation (due ahead of class) & Assignments - <i>additional preparation assigned via course website/Canvas</i>
8	July 5 & 7	Synthesizing descriptive evidence of the client's (case's) condition, descriptions of related/similar lived experiences, and predictive evidence of potential outcomes Chapter 7 Measurement Studies & Selecting Appropriate Tests	Chapter 7: Reading, Key words, From the Evidence, Tables, Figures, and Exercises Lecture Video to augment understanding of Chapter 7 material - posted on course website Complete Chapter 7 Preparatory Assessment Activities <ul style="list-style-type: none"> • DUE Tue 8:00 am: Chapter 7 Weekly Prep Lab Sheet • DUE Tue 8:00 am: Chapter 7 Readiness Quiz Additional Required (Skim) Reading for Chapter 7 in-class application quiz: <ul style="list-style-type: none"> • https://doi.org/10.1111/j.1440-1630.2011.00989.x • https://doi.org/10.1111/jgs.12540 <ul style="list-style-type: none"> • DUE Thur 8:00 am: Synthesis of Case-based EBP group's "description of the condition" studies (final submission) • DUE Thur 8:00 am: Synthesis of Case-based EBP group's qualitative "description of the lived experience" studies • DUE Thur 8:00 am: Synthesis of Case-based EBP group's "prediction of outcomes" studies
9	July 12 & 14	Chapter 7 (cont.) Applying theory and descriptive and predictive evidence to identify and then synthesize evidence for client (case) assessment.	<ul style="list-style-type: none"> • DUE Tue 8:00 am: Your Case-based EBP group's (1) case-specific theoretical frames for guiding assessment and intervention and (2) "usefulness of assessment" question(s) [refer to Table 1-1] • DUE Tue 8:00 am: Individually completed critical appraisal of an instrument development or psychometric (reliability/validity) study that answers (one of) your Case-based EBP group's case-specific "usefulness of assessment" question(s) [refer to Table 1-1 and https://canchild.ca/en/resources/137-critical-review-forms-and-guidelines] <ul style="list-style-type: none"> • DUE Thur 8:00 am: Synthesis of Case-based EBP group's "measurement/assessment" studies
10	July 19 & 21	Chapter 6 Designs for Answering Efficacy Questions	Chapter 6: Reading, Key words, From the Evidence, Tables, Figures, and Exercises Lecture Video to augment understanding of Chapter 6 material - posted on course website Complete Chapter 6 Preparatory Assessment Activities <ul style="list-style-type: none"> • DUE Tue 8:00 am: Chapter 6 Weekly Prep Lab Sheet • DUE Tue 8:00 am: Chapter 6 Readiness Quiz Additional Required (Skim) Reading for Chapter 6 in-class application quiz: <ul style="list-style-type: none"> • https://doi.org/10.1177%2F0269215511416383 • https://doi.org/10.1161/STROKEAHA.110.606442 • http://dx.doi.org/10.1682/JRRD.2010.10.0210 <ul style="list-style-type: none"> • DUE Thur 8:00 am: Individually completed critical appraisal of an intervention study that answers (one of) your Case-based EBP group's case-specific "PICO" question(s) [refer to Table 1-1 and https://canchild.ca/en/resources/137-critical-review-forms-and-guidelines] • DUE Thur 8:00 am: Your Case-based EBP group's case-specific "PICO/efficacy of an intervention" question(s) [refer to Table 1-1]

Week	Date(s)	Topic(s)	Preparation (due ahead of class) & Assignments - <i>additional preparation assigned via course website/Canvas</i>
11	July 26 & 28	Synthesizing evidence for selecting client's (case's) potential interventions and reviews of poster content and layout. Introduction to Review Articles and Practice Guidelines	<ul style="list-style-type: none"> • DUE Tue 8:00 am: Synthesis of Case-based EBP group's intervention studies • DUE Tue in class: Peer/team-member Evaluation (In-class working group/teams) <p>Chapter 10 (<i>no written prep required, please just read the chapter, the Samnani article, the additional readings below</i>) Samnani, 2017. Review typology: The basic types of reviews for synthesizing evidence for the purpose of knowledge translation - posted on course website Additional Required (Skim) Reading for Chapter 10 in-class application quiz:</p> <ul style="list-style-type: none"> • https://www.uspreventiveservicestaskforce.org/uspstf/document/RecommendationStatementFinal/falls-prevention-in-older-adults-interventions • https://pubmed.ncbi.nlm.nih.gov/15315918/ • https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3377567/ <ul style="list-style-type: none"> • DUE Friday 12:00 pm (noon): Case-based EBP poster as built on Power Point with speaker notes
12	Aug. 2 Aug. 4	<p>(Tue) Client-centered care; shared clinical decision-making All students meet in G312 8:00-9:15 am</p> <p>(Tue) ~9:15 am Section A presents posters/Section B attends; then Section B presents posters/Section A attends ~10:45 am potluck break & switch to Fieldwork Poster sessions & course wrap-up. <i>Plan on staying on campus until 1:00 pm.</i></p> <p>(Thur) All students 8:30 – 10:30 am Exam 2 Location G312 & 1107 as assigned</p>	<p>Chapter 11 (ok to skim)</p> <ul style="list-style-type: none"> • DUE Tuesday in class: Peer/team-member Evaluation (Case-based EBP project group members) <p>(Tue) Oral presentation: Case-based EBP Presentations – <i>All students be prepared to remain on campus to present and attend EBP & Fieldwork poster presentations 8:00 am – 1:00 pm</i></p> <p>(Thur) Exam 2 - Chapters 6, 7, 8, 9 & 10 and assigned content videos, lectures, and readings</p>

Course Materials and Technology: This course will have a Canvas website (www.lss.at.ufl.edu) where course materials and readings will be made available to students in the class.

A. Required Text:

1. The Evidence-Based Practitioner: Applying Research to Meet Client Needs (First edition), Catana Brown, F. A. Davis Co. ISBN-13: 978-0-8036-4366-6 Class notes, videos, and readings as assigned from various papers and chapter readings (E-learning).
2. AOTA membership

B. Required Technology

1. Microsoft Office 365 ProPlus: <https://it.ufl.edu/services/gatorcloud-microsoft-office-online>, then select “Go to Service” link (Additional technology are available to students @ <https://software.ufl.edu/student-agreements/>)
2. Off-campus UF Library access: <https://cms.uflib.ufl.edu/offcampus>
3. LockDown Browser

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Summary: Assignments & Grading

Requirement	Due date(s)	% of final grade
Exams (2)	June 14 August 2	50% total
Case-Based EBP Presentation	July 31 (written submission) August 4 (oral presentation)	6%
Synthesis of Published Evidence (5)	June 16 Preliminary submission 1 June 17 Preliminary submission 2 July 7 July 14 July 26	10% total
Critical Appraisal of Published Evidence (5)	May 26 June 2 June 9 July 12 July 21	10% total
Focused Case-based Clinical Question (5)	May 26 June 2 June 9 July 12 July 21	2% total
Prep Worksheets	Weekly in Weeks 2-5 & Weeks 7-9	12% total
Readiness Quizzes	Weekly in Weeks 2-5 & Weeks 7-9	2% total (7 highest scores contribute to grade)
In-class Quizzes	Weekly in Weeks 2-6 & Weeks 7, 8, 10, & 11	4% total
Professionalism in Class Participation & Communication	Throughout (Instructor & peer evaluation)	4%
Unapproved/unexcused absences	Throughout	-2% of total grade for each occurrence

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Two exams are given in person at regular intervals in this course and will be given on Canvas at specified times. Exams are used to assess critical thinking in relation to knowledge and skills taught in the course. Students who need accommodations for in-class exams must contact the Disability Resource Center and make arrangements prior to the exam.

Policy Related to Make up Exams or Other Work

Any requests for make-ups due to an excused absence must be submitted to the instructor via email within 48 hours of missing an exam. Decisions regarding make-up examinations for excused absences whose communications exceed 48 hours after the exam will be made on a case-by-case basis. Decision regarding make-up examinations and make-up work for non-excused reasons will be made on a case-by-case basis. When applicable, the student will coordinate with the instructor to schedule a date and time to make up the exam/assignment submission.

Any requests for make-ups due to technical issues must be accompanied by the digital correspondence received from the help desk – this will document the time & date of the problem from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. When possible, e-mail within 24 hours of the technical difficulty to request a make-up.

Attendance Policies: Attendance to all exams and class activities is mandatory. The success of the course design (i.e., group-based in class activities) used in each class requires the complete preparation and active engagement of all students, thus class attendance and active participation in class is required. No make-ups will be provided for missed classes that are not excused. All students will be held responsible for all material presented and discussed in class and during in class activities regardless of attendance. For students with an excused absence, an alternative activity may be provided.

If possible, the instructor and teaching assistant should be informed of absences **prior to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

- a) A student who must be absent must notify me (ckreider@ufl.edu), Ms. Mburu (sharonmburu@ufl.edu), and Ms. Medina (Sharonmedina@phhp.ufl.edu) via email prior to the anticipated absence, if possible.
- b) See the "Policy Related to Make up Exams or Other Work" above related to missing exams.
- c) See the Attendance Policy in the OTD Student Manual

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Grade Issues: If students have issues with a grade, they must submit their concerns in writing to the instructor with documentation to support their position prior to meeting with me.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior:

Professional Behavior is expected of health professional students at all times.

Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time is expected.

Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect. Doctoral level students are expected to exhibit the highest level of professional behavior in the classroom. These are the minimum behavioral standards that I expect to see in this class and some examples of how each behavior might be evaluated:

1. Dependability—regular class attendance and punctuality, turning in assignments on time
2. Responsibility—actively participating in class, putting forth your best effort in discussions and assignments, notifying instructor for late/missing class or assignments

3. Expectations in-class presentations and discussions: All other students are expected to arrive on time. Cell phones, tablets and laptops may be used to search for materials related to the topic being presented, but for no other purpose. Cell phones must be silenced. During discussions, students are expected to behave professionally and be respectful of each other's opinions.

Communication Guidelines:

1. Communication—appropriate communication with instructors, support staff, guests and other students, receiving and giving constructive feedback
2. Respect for others— appreciating different points of view, being courteous to instructors, support staff, guests and other students, avoiding distracting behavior during class (including talking, cell phone usage, internet surfing, texting).

Students are expected to adhere to on-line communication guidelines as detailed in the UF Netiquette Guidelines document located at: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Laptop policy: Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. The definition of “use unrelated to course objectives” includes, but is not limited to use of instant messaging, Face Book, chat rooms, games, surfing the internet, etc.

Academic Integrity: Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform,

including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Additional information on providing helpful instructor feedback can be found at:

http://crlt.umich.edu/sites/default/files/resource_files/Course%20Evaluation%20Guidance%20One-Pager.pdf

I value and take seriously the feedback provided through the course evaluation system. I use your student feedback to make specific improvements to the course, assignments, and to my teaching style. However, it is important to realize that your course evaluation and the feedback provided through the course evaluation system have a direct influence on faculty tenure and promotion.

SUPPORT SERVICES

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <https://counseling.ufl.edu/>. On line and in person assistance is available.
- **You Matter We Care** website: <http://www.umatter.ufl.edu>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu>
- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework. **Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Beth Roland blroland@ufl.edu, is highly encouraged.**

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: <https://multicultural.ufl.edu/>

I use principles of Universal Design for Instruction/Learning (UDL) within my teaching and course design. UDL involves implementation of instructional principles and strategies that are designed to be broadly inclusive of the learning needs of a broad and diverse range of learners. Consistent with principles of UDL, all Canvas exams/quizzes will be allocated at least 1 ½ the anticipated minutes for exam completion. For example, if I anticipate that a five-item quiz should take students 5 minutes to complete, all students will be allowed at least 8 minutes to complete the quiz.