



OCT 703-1001

UNIVERSITY OF NEVADA LAS VEGAS Department of Brain Health School of Integrated Health Sciences Post-Professional Occupational Therapy Program Fall 2021

Course Title:	Evidence-Based Practice in Occupational Therapy
Credit Hours:	3
Time:	Asynchronous online
Class Location:	Online
Office Location:	Remote
Office Hours:	By appointment
WebCampus:	https://webcampus.unlv.edu
Instructor:	Teresa Liccardo, OTD, OTR/L
Email:	teresa.liccardo@unlv.edu

Note: The instructor reserves the right to make changes to syllabus as she deems necessary, to include reading assignments.

Course Description

This course will expand students' knowledge of the principles of evidence-based practice, utilizing various methods to conduct systematic reviews. The emphasis in this course will be on analyzing evidence in order to improve clinical interventions in practice, as well as to learn best practices for teaching evidence-based coursework in occupational therapy education programs.

Course Objectives/Course Competencies

By the end of this course, students will be expected to:

- 1.) Demonstrate written communication skills at a professional and scholarly level appropriate for online discussions, a scholarly paper and presentations.
- 2.) Demonstrate and practice the procedures for identifying, locating, and interpreting scientific literature relevant to a clinical practice question.
- 3.) Articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy.
- 4.) Effectively locate and evaluate the quality of research and other evidence relevant to a scholarly topic and professional area of emphasis.
- 5.) Critique the validity of research studies, including both quantitative and qualitative designs and methodologies, and systematic reviews.
- 6.) Participate in one or more aspects pertaining to the implementation of research and evaluation in clinical practice.
- 7.) Demonstrate the integration of scientific evidence into their respective clinical practice settings.



- 8.) Demonstrate advanced level skill in the Evidence-Based Practice Course through the development of a clinical research question that they will investigate further in their Capstone project.

Required Text

1. Brown, C. (2017). The Evidence-Based Practitioner: Applying Research to Meet Client Needs. Philadelphia, PA:F.A.Davis. ISBN: 9780803643666
2. AOTA Journal Club Toolkit. Retrieved from aota.org:

https://www.aota.org/~media/Corporate/Files/Secure/Practice/Journal-ClubToolkit_1/JOURNAL%20CLUB%20TOOLKIT.pdf

Course Structure

This course will combine lecture, readings, written assignments, literature searches, critical review of journal articles, and discussion.

Evaluation Methods

1. Weekly Discussion Board Postings: (23%)
 - a. Posting to weekly discussion board
 - b. Responding to peers on discussion board
 - c. Participating in virtual discussions with classmates and professor
2. Journal Club Assignment: (7%)
3. Written Assignments
 - a. Critical Review Forms (McMaster): 15%
 - b. Critically Appraised Topic (CAT): 30%
 - c. Critically Appraised Paper (CAP): 15%

Weekly Discussion Board – 15 x 10 points	150
Research e-learning course	60
Critical Review (McMaster) Forms	100
Critically Appraised Topic	200
Critically Appraised Paper	100
Journal Club Assignment	50
Total =	660



Discussion Board Guidelines

- Scholarly discussion is a key component of graduate level studies. Your responses should be focused, in-depth, and comprehensive.
- Discussion board postings will be graded with the rubric posted for each module and assignment. There will be an emphasis of quality and professionalism as well as an adherence to APA standards.
- In order to count as participation your postings must reflect critical thinking, reflection, application, and analysis of the given topic. Comments such as “I agree” or “Great job” are nice and can be included but do not count as doctoral level postings and you will not receive participation points for these posts.
- Respond to posts with a minimum of two (2) paragraphs. Include appropriate references from course readings or outside literature. All references should follow, 7th edition APA format.
- Initial discussion board posts must be posted by midnight PST on Wednesday. Students must post responses to a minimum of two (2) of your peer’s posts by Sunday evening 11:59pm PST.

Attendance Policy

- All assignments and deadlines are in Pacific Standard Time.
- Online attendance and an active presence are required in this class.
- You will want to schedule time into your week to check into the discussion board and respond to your colleagues as indicated by the syllabus and within a timely manner.
- The instructor will attempt to respond to emails and messages within 24-hours. Please send a reminder email if you do not receive a response. Please check both your email and Canvas messages on a regular basis.
- Communication is essential in online learning. Be active, engaged, and available.

Grading Scale

A	95 – 100
A-	90 – 94
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
F	< 73

Grading criteria and rubrics are provided for each module, assignment, paper, and discussion board within Canvas. Monday is the first day of the module, which will close then the following Sunday at midnight PCT. For example, Monday, May 20 through Sunday, May 26 at midnight.



Assignments are due by midnight on the week assigned. Please keep a record, screenshot of your email in which you submitted it in case of delivery problems.

All written assignments must follow APA format and be written at the graduate level. Papers not adhering to the standard of Graduate Scholarship, turned in hastily prepared, error-filled, or not abiding by the APA format will be returned without a grade. The student will have 48-hours to re-submit the paper for a maximum grade of 75% or a zero will be entered in the grade book.



UNLV Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made



available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.



UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technologyresources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technologyresources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have



the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a



copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Course Agenda/Schedule

Module/Week #	Topic	Reading	Assignment
Week 1 Module 1 Aug 23-Aug 29	Research Review		<ol style="list-style-type: none"> 1. Introductions 2. Discussion #1 3. Assignment #1: Certificate of Completion for Clinical Practice E-course <p>https://www.sbm.org/training/goodclinical-practice-for-social-andbehavioral-research-elearningcourse</p>
Week 2 Module 2 Aug 30-Sep 5	Evidence-Based Practice	Brown, Ch 1	<ol style="list-style-type: none"> 1. Discussion #2 2. PICO worksheets completed on 2-3 topics of possible interest for capstone (uploaded to discussion #2)
Week 3 Module 3 Sep 7-Sep 12		Brown, Ch 2	<ol style="list-style-type: none"> 1. Discussion #3 2. Start McMaster Forms
Week 4 Module 4 Sep 13-Sep 19	Research Methods & Variables	Brown, Ch 3	<ol style="list-style-type: none"> 1. Discussion #4
Week 5 Module 5 Sep 20-Sep 26	Understanding Statistics	Brown, Ch 4	<ol style="list-style-type: none"> 1. Discussion #5 2. Monday Sep 20 5:006:00pm PST: Virtual Class #1 with Xan Goodman (Librarian) 3. Tuesday Sep 21 5:006:00pm PST: Virtual Class #2 with Xan Goodman (Librarian)
Week 6 Module 6 Sep 27-Oct 3	Statistics	Brown, Ch 4	<ol style="list-style-type: none"> 1. Discussion #6 2. Journal Club Assignment

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Module/Week #	Topic	Reading	Assignment
Week 7 Module 7 Oct 4-Oct 10	Validity	Brown, Ch 5	<ol style="list-style-type: none"> 1. Discussion #7 2. Continue working on McMaster forms
Week 8 Module 8 Oct 11-Oct 17	Choosing Interventions for Practice	Brown, Ch 6	<ol style="list-style-type: none"> 1. Discussion #8 2. Assignment: Critical Review (McMaster) Forms Due Oct 17
Week 9 Module 9 Oct 18-Oct 24	Using Evidence to Evaluate Measurement Studies	Brown, Ch 7	<ol style="list-style-type: none"> 1. Discussion # 9
Week 10 Module 10 Oct 25-Oct 31	Descriptive & Predictive Research Design	Brown, Ch 8	<ol style="list-style-type: none"> 1. Discussion #10 2. Assignment: Critically Appraised Paper (CAP) Due Oct 31
Week 11 Module 11 Nov 1-Nov 7	Qualitative Designs & Methods	Brown, Ch 9	<ol style="list-style-type: none"> 1. Discussion #11
Week 12 Module 12 Nov 8-Nov 14	Systematic Reviews	Brown, Ch 10	<ol style="list-style-type: none"> 1. Discussion # 12
Week 13 Module 13 Nov 15-Nov 21	Integrating Evidence	Brown, Ch 11	<ol style="list-style-type: none"> 1. Discussion #13
Week 14 Module 14 Nov 22-Nov 28	Integrating Evidence	Brown, Ch 11	<ol style="list-style-type: none"> 1. Discussion #14 2. Assignment: Critically Appraised Topic (CAT) Due Nov 28
Week 15 Study Week Nov 29-Dec 5	STUDY WEEK		

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Week 16 Course Ends Dec 5-Dec 10	Review of Course		1. Discussion #15
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