



## **BAKER COLLEGE**

### **STUDENT LEARNING OUTCOMES**

**OCC 5350 Evidence Based Practice and Scholarship  
in Occupational Therapy I  
2 Semester Credit Hours**

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#### **Student Learning Outcomes and Enabling Objectives**

1. Compare and contrast quantitative and qualitative design and their methodology.
  - a. Define research design and methodology.
  - b. Describe the primary characteristics of quantitative research and qualitative research.
  - c. Explain the methodological differences between quantitative and qualitative research.
    - i. Identify the different instrumentation used when conducting research.
    - ii. Describe data collection, analyzation, and dissemination when conducting research.
    - iii. Summarize sampling; coding; quantitative statistics (descriptive, correlational, and inferential); and analysis and synthesis of qualitative data.
    - iv. Perform a variety of statistical functions from a sample data set.
  - d. Discuss the types of research methods including.
    - i. Experimental
    - ii. Quasi-Experimental
    - iii. Survey
    - iv. Ethnography
    - v. Phenomenology
    - vi. Single Subject
    - vii. Case Study
  - e. Discuss the following research concepts
    - i. Hypothesis
    - ii. Types of variables
    - iii. Type I and Type II error
    - iv. Reliability, internal and external validity
    - v. Control in an experimental research
    - vi. The methods a researcher utilizes for reliability and internal validity

- vii. Levels of measurement
  1. Ordinal, nominal, interval, and ratio levels of measurement.
2. Investigate the importance of scholarly activity, research and the use of evidence-based practice to the profession of occupational therapy.
  - a. Differentiate between scholarly activity, research, and evidence-based practice.
  - b. Defend the contribution of scholarly inquiry for the continued development of knowledge for occupational therapy.
3. Critique quantitative and qualitative research in order to analyze the level of evidence, validity of studies, strength of methodology, and relevance to the profession.
  - a. Analyze scholarly literature to support evidence-based decisions and research.
  - b. Describe the elements of a research article.
  - c. Discuss how literature is relevant to the practice of occupational therapy.
4. Examine components of scholarly literature.
  - a. Explain the importance of the different sections in a research paper.
  - b. Give examples of different resources used to locate research articles.
  - c. Discuss how scholarly literature is relevant in developing a research project.
  - d. Distinguish between relevant/credible sources, ideas, and information.
  - e. Identify key concepts for organizing a literature review.
5. Describe how ethical concerns have shaped ethical policies and procedures for research.
  - a. Discuss ethical issues as presented in a sample of human subject research.
  - b. Give examples of ethical issues leading up to the creation of protections for human subjects in research.
  - c. Outline how ethical practice guides decision making in research, occupational therapy practice, and professional interactions.

## **Big Ideas and Essential Questions**

### **Big Ideas**

- Research Design
- Scholarly Activity
- Evidence-Based Practice
- Research Literacy
- Ethical Practice

### **Essential Questions**

1. Why is an OT practitioner's capacity to design research critical for the profession?

2. How do we know the value of scholarly activity in the occupational therapy profession?
  3. How will occupational therapy practitioners utilize evidence from professional literature to advance the field of occupational therapy?
  4. How do occupational therapy practitioners organize research to advance practice knowledge?
  5. Why is there a connection between ethics and research?
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These SLOs are not approved for experiential credit.

**Effective: Fall 2023**