USC

Course Outline

Code: OCC452
Title: Occupational Therapy Reasoning Research & Evaluation (Research Pathway)

School: Health & Sport Sciences
Teaching Session: Semester 1
Year: 2018
Course Coordinator: Prof Marion Gray mgray1@usc.edu.au
Course Moderator: Dr Rosie Bruce

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1.   What is this course about?
1.1   Description
In this course you will learn about occupational therapy reasoning and the role that research and evaluation contribute to reasoning. This course aims to prepare students to apply a range of appropriate health research and evaluation methodologies in professional practice, inclusive of quantitative and qualitative research paradigms. This course provides a foundation for an Honours thesis, and commences a pathway for research and further learning relevant to occupational therapy research.

1.2   Course topics
· Occupational therapy process
· Occupational therapy evaluation
· Occupational therapy research
· Literature reviews
· Evidence-based practice
· Qualitative research
· Quantitative research
· Research design
· Research ethics
· Clinical reasoning
· Ethical practice)

2.   What level is this course?
400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 4th year of an undergraduate program

3.   What is the unit value of this course?
12 units

## 4.	How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Demonstrate how the varying styles of therapeutic reasoning contribute to the occupational therapy process	Task 2	Knowledgeable.
Apply evidence-based guidelines, scientific research, and evaluation findings into practice	Task 1 Task 2 Task 3	Empowered.
Demonstrate advanced knowledge of research principles and methods, and apply various qualitative and quantitative research methods and the associated paradigms	Task 1 Task 3	Knowledgeable.
Demonstrate the ability to critically and systematically review, analyse, consolidate and synthesise health research literature to demonstrate a broad understanding of a body of knowledge and theoretical concepts	Task 2 Task 3	Creative and critical thinkers.
Construct a clear and coherent research plan for ethical review	Task 3	Engaged.

## 5.	Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1	Enrolment restrictions

Must be enrolled in Program (SC372 and Honours Pathway Students only) or (SC440 and Research Pathway Students only)

### 5.2	Pre-requisites

OCC201 and OCC212 and OCC222 and OCC232 and enrolled in Program (SC440 and Research Pathway Students only)

### 5.3	Co-requisites

Nil

### 5.4	Anti-requisites

OCC332

### 5.5	Specific assumed prior knowledge and skills(where applicable)

Nil

6.   How am I going to be assessed?

6.1   Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2   Details of early feedback on progress

You will receive ongoing feedback during the weekly tutorials . In Week 2, a draft copy of your research workbook will be peer reviewed during the tutorial.

6.3   Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weight-ing %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Research workbook	Individual	10%	500	Friday Week 3	Blackboard SafeAssign
2	Individual Oral Presentation	Individual	40%	15 mins	Week 10-11	in Class
3	Honours Research Document	Individual	50%	2500	Friday Week 13	Blackboard SafeAssign
			100%			

Assessment Task 1: Research Workbook

Goal:	You will demonstrate how the varying styles of therapeutic reasoning contribute to the occupational therapy process, demonstrate advanced knowledge of research principles and methods and apply evidence-based guidelines, scientific research, and evaluation findings into practice by completing a research workbook.
Product:	Research workbook
Format:	Students will independently complete a workbook relevant to the material covered up to and including week 3 of semester (research theory and design). This will be a structured and guided activity.
Criteria:	Understanding of the occupational therapy process and reasoning; Knowledge of various research methods and paradigms commonly used in occupational therapy; Skills in analysis and interpretation of qualitative and quantitative data; Understanding and application of research concepts

Assessment Task 2: Individual oral presentation

Goal:	The goal of this task is to provide you with the opportunity to apply the knowledge, reasoning and evidence gained through engagement in this course. You will be able to consider occupational therapy intervention from a professional, service user and multidisciplinary perspective as you create your intervention plan.
Product:	Oral presentation of a written intervention plan See Blackboard for structure Individual
Format:	An occupational therapy intervention plan applied to a given case study
Criteria:	Application of theoretical and therapeutic reasoning styles Relevance of data sources and evidence Analysis of evidence with reference to context (conclusions and findings) Adherence to genre for oral presentation Adherence to genre for written intervention plan, and Quality of communication

Assessment Task 3: Honours Research Document

Goal:	You will demonstrate an advanced knowledge of research principles and methods, apply evidence-based guidelines, scientific research, and evaluation findings into practice and demonstrate the ability to critically and systematically review, analyse, consolidate and synthesise health research literature by undertaking a literature review.
Product:	Honours Research Document Templates for each section of this document will be provided on Blackboard.
Format:	This document has three parts: 1) Literature review 2) Ethics application 3) Gantt chart. You will be allocated a research topic as a basis for your Honours studies. You will apply your developing knowledge of research principles and methods to critically and systematically review, analyse, consolidate and synthesise the literature to demonstrate a broad understanding of your allocated topic. You will present this synthesis in the form of a 2500 word literature review in APA 6th format. You will then use the review of the literature to complete a USC Human Ethics Application (this is not to be submitted to the ethics board). Finally, you will plan your research project using a Gantt chart. This document will provide a foundation for your formal ethics application, conducting your research project and the development of your Honours thesis.
Criteria:	Ability to review, analyse, consolidate and synthesise the literature applying a knowledge of research methods and paradigms to existing research; Critical thinking and judgement in developing your understanding of the topic and identifying directions for research; Ability to construct a clear and coherent research plan for ethical review. Presentation and clarity of communication.

7.   What are the course activities?

7.1   Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location: Specific Campus(es) or online:	**Directed study hours for location:**
USC Sunshine Coast	Lecture: 2-hr per week Tutorial: 2-hr per week

7.2   Course content

Week #/ Module #	What key concepts/content will I learn?
Week 1 Lecture & tutorial	Introduction to research within Occupational therapy Research and quality assurance Research and OT evaluation Quantitative research design Quantitative approaches to analysis and evaluation Qualitative research design Qualitative analysis and evaluation
Week 2	Introduction to research design and theory, research questions and hypotheses Ethical considerations Conducting and writing literature reviews
Week 3 Blended learning	Research tools: library search skills; using databases; reference management systems
Week 4	Writing a literature review; being a consumer of research literature; Knowledge Translation (KT) and KT tools
Week 5	Research and quality assurance Research and OT evaluation; Evidence-based practice
Week 6	Introduction to clinical reasoning and ethical practice; Clinical Reasoning Case Studies – justifying therapy plans; Ethical reasoning case studies

Week 7	Clinical Reasoning Case Studies Writing Therapy Plans in Child & Adolescent Services and Project Management
Week 8	Clinical Reasoning Case Studies Writing Therapy Plans in Adult Services and Project Management
Week 9	Articulating clinical reasoning on placement – case studies; using reflection in your clinical reasoning;
Week 10	Student Presentations
Week 11	Student Presentations
Week 12 Lecture & tutorial	Evidence-based practice – implementing the evidence and incorporating into project proposals; knowledge translation
Week 13 Blended learning	Resources to support project management and research

Please note that the course content may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

Please note that you need to have regular access to either one of the resource(s) listed below. These texts will continue to be important in 4th Year:

Author	Year	Title	Publisher
Hoffmann, Bennett, Del Mar	2017	Evidence-based practice across the health professions	Elsevier

8.2 Specific requirements

Students should access Blackboard for all course requirements. Queries regarding assessment will be addressed on Blackboard discussion boards instead of email. Other issues can be discussed with your course coordinator via appointment during designated contact hours as specified on Blackboard. You are advised to wear the USC Occupational Therapy uniform if you deliver an oral presentation in class.

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.
To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture -** Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au