



Master of Science in Occupational Therapy Program

**Course Number and Name**

OCC 6024, Research Methods 2

Number of Units: 2

**Fall 2024**

**Meeting days/times:** Tuesdays, 2PM-3:30PM PST via Zoom

Information	Specifics for the Course
<b>Instructor title and name:</b>	Robert G. LaChausse, PhD
<b>Phone:</b>	951-552-8484
<b>Email:</b>	rlachaus@pointloma.edu
<b>Office location and hours:</b>	Virtual via Webex; please email me with 3 dates and times you can meet.

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Course Description**

In small groups, students will apply knowledge gained from two prior research courses to conduct an evidenced-based review of the literature, apply knowledge of how to conduct a needs analysis during a concurrent Community Practice Seminar-2 course, learn about grant funding, and develop a proposal for OT services which focus on health and wellness for underserved populations. Students will engage with community partners throughout the term and present their findings to the community site at the end of the term.

Prerequisite(s): Successful completion of OCC 6010. Corequisite(s): OCC 6025

**Relationship of Course to Curricular Design**

This course is the third in a three-part series on the provision of evidence-based clinical practice and research. It is taken concurrently with the following courses: OCC 6020 and OCC 6020L; Childhood Conditions, Assessments, and Interventions and Lab; OCC 6021 and OCC 6021L: Adolescent Conditions, Assessments, and Interventions and Lab; OCC 6022, Case-Based Learning Seminar-IV, and OCC 6023, Level I Fieldwork-B, and OCC 6025, Community Practice Seminar-2. This course supports the curricular thread of occupation. The application knowledge gained in the course prepares students to succeed in

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providing evidence-based clinical treatment and engaging in research which benefits community partners.

This is a hybrid course with one 1.5 course lecture per week and completion of learning modules. Each learning module will be made available on Canvas after that week's lecture. Students should go through each module item (reading, video, worksheet, etc.) Module activities will not be submitted for credit and are there for your learning.

### Program and Course Learning Outcomes

This course contributes to the acquisition of skills and knowledge necessary for achievement of the following program learning outcomes:

PLO # 1: Use critical reasoning and therapeutic use of self to provide evidence-based occupational therapy services across the lifespan, in a variety of service delivery models, health care settings, and community-based systems.

PLO # 3: Provide services within a client-centered and occupation-based framework, with consideration of contextual factors, which influence a person, groups' and/or populations' ability to engage in meaningful occupational tasks and roles.

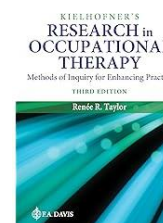
### Course Learning Outcomes

Course learning outcomes used are ACOTE Standards and students will be using concepts and skills that will be introduced and/or be expected to master.

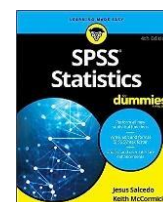
1. Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice (B.1.4).
2. Interpret criterion-referenced and norm referenced standardized test scores based on an understanding of sampling, normative data, standard and criterion scores, reliability, and validity (B.4.7).
3. Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues (B.4.19).
4. Demonstrate the skills necessary to write a scholarly report in a format for presentation or publication, which may be made available to professional or public audiences (B.6.3).
5. Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development (B.6.4).

### Required Texts and Recommended Study Resources

Taylor, R. (2023). *Kielhofner's research in occupational therapy: Methods of inquiry for enhancing practice* (3<sup>rd</sup> ed.). F.A. Davis. ISBN: 978-1719640640.



McCormick, K., Salcedo, J., & Poh, A. (2015). *SPSS statistics for dummies* (4th ed.). John Wiley & Sons.



## Course Credit Hour Information

**Note:** This is a hybrid course with mandatory online synchronous course meeting each week and completion on online learning modules on Canvas that will enhance student learning.

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## Assessment Methods and Grading

Assessment methods include homework assignments, a project, and two examinations.

### Grading

Grading will be based on the PLNU grading scale below. Grades will be rounded down from .1-.4; and rounded up from .5 to .9.

### Assignments Overview:

**Research Ethics Training:** All students in this course will submit their CITI Research Ethics Training Certificate completed in a previous course. You'll need to go to the [CITI website](#), enter your credentials, and save a copy of your completion report. You will submit your record of completion (PDF) to me on Canvas by the due date/time. **Five (5) points will be deducted for late assignments for each calendar day late.**

**Homework Assignments (8):** Each homework (HW) assignment will consist of 5-10 multiple choice and short answer questions. Students may attempt each HW assignment once. All HW assignments are due by 2PM PST on the due date. Please be aware of the procedures for taking assessments/quizzes on Canvas. **These assignments cannot be reset, retaken, or otherwise submitted for credit.** Each homework assignment must be completed on-line and must be completed before the specified due date. **Five (5) points will be deducted for late assignments for each calendar day late.**

**Research Study and Report.** Students will be conducting a study examining psycho-social factors like loneliness and stress, and chronic disease among adults aged 50 and older. Students will have the opportunity to conduct a brief literature review, develop a hypothesis, analyze data, interpret results, and write research report. Students will be using data that has already been collected (secondary data). Students should coordinate their research question and hypothesis with the staff from their community site in OCC 6025, Community Practice Seminar-2 course, and complete the Hypothesis Worksheet (available on Canvas) before then end of the 5<sup>th</sup> week of the course. You can expect a significant amount out of class time complete this assignment. Some class time will be devoted to this project. The report will follow the APA Manuscript Guidelines. Please use spellchecker **AND** proofread. Additionally, students are encouraged to use the Writing Center on campus to help improve writing. More information and resources for this project will be on Canvas. **Five (5) points will be deducted for late assignments for each calendar day.**

**Examination #1:** A midterm examination will consist of multiple-choice, identification-completion, short-answer, and discussion questions based on the assigned readings, class lectures, and other material presented from the first half of the course. The exam is closed book and notes and will be completed on Canvas during the normal class time. **No late examinations are given.**

**Examination #2:** This examination will consist of multiple-choice, identification-completion, short-answer, and discussion questions based on the assigned readings, class lectures, and other material presented from the second half of the course. The exam is closed book and notes and will be completed on Canvas during the normal class time. **No late examinations are given.**

**Course Assignments and Points:**

Assignment	Points
Submit CITI Ethics Training Completion Report	10 points
Homework Assignments	80 points (8 x 10 points each)
Submit Hypothesis Worksheet	10 points
Research Report	100
Exam 1	100
Exam 2	100
Total Points	400

**PLNU Grading Scale:**

A=93-100

B-=80-82

D+=67-69

A-=92-90

C+=77-79

D=63-66

B+=87-89

C=73-76

D-=60-62

B=83-86

C-=70-72

F=0-5

**Grade Intervention Plan**

Scoring below a letter grade of a C (73%) in any didactic course is not considered to be a passing grade.

All students must develop a remediation plan if their grades do not meet the expected threshold. A remediation plan is a cooperative effort between the student, course instructor, and the faculty advisor to establish specific learning activities and plan to ensure competency and successful progression in the program.

Potential consequences of the above may include any of the following:

- Need to repeat a Level II or Level III clinical competency.
- Inability to take the next course in a sequence for which this course is a pre-requisite.
- Academic warning.
- Academic probation.
- Need to join the next cohort of students.

Refer to the OT Student Handbook, found on the MSOT Program website for more information.

**Content Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In OCC 6024, all the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics may include a lack of healthcare and services for underserved populations. If you encounter a topic that is

intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the occupational therapy profession, and I will support you throughout your learning in this course.

### **Trigger Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Research Methods-2 we will cover a variety of topics, some of which you may find triggering. These topics include a lack of available resources and healthcare services for underserved populations. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the profession of occupational therapy, and I will support you throughout your learning in this course.

### **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the by the designated due date and time of day on the course schedule. Each day an assignment is late, your grade will be reduced by 5 points. Incompletes will only be assigned in extremely unusual circumstances.

### **Exams**

Honorlock, an online exam proctoring system, will be used for each exam. It is your responsibility to ensure that your computer can enable Honorlock. If you have any questions about your computer's compatibility, you need to contact Honorlock at <https://honorlock.com/support/> prior to the day of the examination. If you are unable to access the exam due to a lack of compatibility, the course instructor has the right to prohibit you from taking the exam and/or reducing your exam grade until the issue is resolved. Students will have 1.5 hours to complete each exam.

**Office Hours.** I am available to meet virtually with students. You can make an appointment to meet with me by emailing me 3 dates/times you would like to meet with me, and I will check my schedule. I enjoy talking with students and helping you learn the course material and assisting you in reaching your personal and professional goals. Please meet with me during office hours frequently and talk with me about any terms/concepts that you are having difficulty with or if you need help understanding a concept. I am happy to review any drafts of written assignments during my office hours. Unfortunately, reviewing drafts of written work via email is not very productive; use the office hours. When you email me, please be sure to include your name, course, and section in the email in both the subject line and the signature area. I reply to emails within 24 hours.

### **PLNU Spiritual Care**

#### **Balboa Campus:**

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus, we have an

onsite chaplain, Rev. Kevin Portillo, who is available during class break times across the week. If you have questions, a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu).

In addition, there is a quiet space for meditation located in the chapel on the second floor.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU Recording Notification**

To enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[APA Style: How to Cite ChatGPT](#)

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation

Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including APA, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix) or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **PLNU Course Modality Definitions**

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
  - a. Synchronous Courses: At least one class meeting takes place at a designated time.

- b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements. Arriving promptly to class, coming fully prepared, participating actively in the discussions and activities are important components in this course. Class participation by asking questions is essential. Students will be marked present and engaged if he/she arrives on time for the course session and demonstrates engagement in the course lecture by asking and answering questions. It is expected that students will take responsibility for their own learning, be aware of the course policies, complete learning modules, requirements, and seek appropriate help when needed. There are no points with course attendance.

**If the student is absent for more than 10 percent of class sessions, two classes for a 16-week course and 1 class for a quad course, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.**

***Students who anticipate being absent for a class should contact the instructor via email prior to the anticipated absence for approval to miss the class.*** Acceptable absences include illness, family emergencies, family deaths, and/or a significant life event impacting ability to attend class. Students are to develop a plan with the course faculty to complete the required coursework and/or complete alternative assignments assigned. Acceptance of late work and/or absences which do not meet the "acceptable criteria" is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.



### **Synchronous Attendance/Participation Definition**

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

### **Use of Technology**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **GPS Academic Resources**

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics.
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - [Research Help Guide](#) to help you start your research.
  - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge.
- **Academic Writing Resources Course:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- **Grammarly:** Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring:** Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

### **Assignments At-A-Glance**

See Canvas for specific details about assignments and due dates.

<b>Course Learning Objectives:</b> At the conclusion of this course, students will be able to:	<b>Course Curricular Thread (s)</b>	<b>ACOTE Standard</b> Measurement of Learning	<b>HOW?</b> Student Learning Activities	<b>DEMONSTRATE:</b> Assessment of Student Learning
Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Occupation	B.2.1	Course readings Course lecture	Homework Exam #1 Research report
Explain the process of theory development and its importance to occupational therapy.	Occupation	B. 2.2	Course readings Course lecture	Homework Exam #1
Analyze occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Occupation	B.3.1 B.1.4 B.6.4	Course readings and videos Course lecture	Homework
Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Occupation	B.3.2	Course readings and videos Course Lecture	Homework Exam #1

**Class Meetings/Topics Covered/Corresponding Readings/Assignments due:**

Date	Topic(s)	CLO	Covered Readings/Assignments Due
9/3	Course Overview and Syllabus Review; Introduction to Research and EBP in OT	B.1.4	Syllabus
9/10	The Research Process	B.1.4 B.6.3 B.6.4	Taylor Chapter 1 Module 1
9/17	Epistemology	B.1.4	Taylor Chapter 2 Module 2 <b>Homework #1 Due</b>
9/24	Research Ethics	B.4.19	Taylor Chapter 14 Module 3 <b>Submit Ethics Training Report by 11PM on Canvas</b>
10/1	Developing the Research Proposal, Research Funding, and Writing Well	B.1.4 B.6.3 B.6.4	Taylor Chapters 4, 5, 11, and 12 Module 4 <b>Homework #2 Due</b>
10/8	Sampling & Participant Recruitment	B.1.4 B.4.19	Taylor Chapter 15 Module 5 <b>Submit Hypothesis Worksheet by 11PM on Canvas</b>
10/15	Research Designs Part 1	B.1.4	Taylor Chapter 3 & 13 Module 6 <b>Homework #3 Due</b>
10/22	Research Designs Part 2	B.1.4	Taylor Chapter 23 Module 6
10/29	Research Designs Part 3	B.1.4	Module 6 <b>Homework #4 Due</b>
11/5	<b>Exam #1</b>		

11/12	Data Collection Methods	B.4.7	Taylor Chapters 24 & 25 Module 7
11/19	SPSS Data Analysis Day 1	B.1.4 B.4.7	Taylor Chapters 26 McCormick et al. Module 8 <b>Homework #5 Due</b>
11/26	SPSS Data Analysis Day 2	B.1.4 B.4.7	Taylor Chapter 27 McCormick et al. Module 8
12/3	SPSS Data Analysis Day 3	B.1.4 B.4.7	Taylor Chapter 27 McCormick et al. Module 8 <b>Homework #6 Due</b>
12/10	SPSS Data Analysis Day 4	B.1.4 B.4.7 B.6.3	McCormick et al. Module 8 <b>Homework #7 Due</b> <b>Research Report due by</b> <b>Thursday, December 11<sup>th</sup> at</b> <b>11PM</b>
12/17	<b>Exam #2</b>		<b>Homework #8 Due</b>