Instructor:  Dr. Shirley A. Wells, DrPH, OTR, FAOTA
         Mr. Jack Ruelas, MS, OTR
Class schedule:  Tuesdays & Thursdays, 1:10 pm-3:50 pm, SWOT 1.405/1.406
Office hours:  Tuesdays & Thursdays, 4:00pm – 6:00 pm & by appointment (Dr. Wells)

REQUIRED TEXTS:


Other readings will be assigned throughout the course.

COURSE DESCRIPTION:
A study of qualitative research methods as they apply to occupational therapy. Students will pursue a research question suitable for a scholarly project in collaboration with faculty scholars.

Relationship to Curriculum Design
OCCT 6309 is a primary course for the Perspectives on Disability & Culture as it Interfaces with Occupation themes. The assessment methods will reflect Level II & III of the curriculum knowledge & skills.

Relationship to the 2018 Accreditation Council for Occupational Therapy Education Standards
Student will be able to:

B.1.4 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.2.1 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.

B.6.1 Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the:
  • Level of evidence
  • Validity of research studies
  • Strength of the methodology
  • Relevance to the profession of occupational therapy.
    • Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.
    • Participate in scholarly activities that align with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).
• This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard. A research project is not required for this Standard, and narrative reviews do not meet this Standard.

B.6.2. Demonstrate an understanding and use of quantitative and qualitative methods for data analysis to include:
  • Basic descriptive, correlational, and inferential quantitative statistics.
  • Analysis and synthesis of qualitative data.

B.6.3. 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.6.5. Demonstrate an understanding of the ethical policies and procedures for human-subject research, educational research, or research related to population health.

**COURSE OBJECTIVES:**

The student will

1. Articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy.
   1.1 Appraise the philosophical foundation of qualitative research in occupational therapy, occupational science, and other related fields.
   1.2 Describe how qualitative research relates to current clinical practice and the occupational therapy process.

2. Effectively locate, understand, and evaluate information, including the quality of research evidence.
   2.1 Use appropriate databases to locate national and international journal articles related to practice.
   2.2 Identify key components of research in journal articles.

3. Select, apply, and interpret basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.
   3.1 Describe and practice naturalistic data collection procedures which assure quality research practices.
   3.2 Select and apply qualitative data methodology to clinical reasoning

4. Understand and critique the validity of research studies, including designs (both quantitative and qualitative) and methodologies.
   4.1 Critically appraise the quality, reliability, and validity of research found in qualitative articles.

5. Demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.
   5.1 Develop a qualitative research project.
   5.2 Will collect and analyze data using qualitative methods.

6. Demonstrate skills necessary to write a scholarly report in a format for presentation or publication.
   6.1 Will write-up their qualitative research study in a format for publication.
   6.2 Will present to class and invited guests poster and/or oral presentation of their research project.

**LEARNING EXPERIENCES:**

1. Didactic and experiential activities
2. Reading assignments
4. Written assignments
5. Group cooperative learning and discussion
6. Individual and group assignments
COURSE ASSIGNMENTS
In this graduate level course, grading will be assessed on the completion of the following:

Midterm & Final Exam (35%)
To assess the student comprehension of the required course material and objectives.

Research Project (35%)
To develop and implement qualitative research techniques and skills. Each student will develop and carry out an independent research study along with fieldnotes, interviews, transcriptions of interview and coding. Each student will create a poster and/or give a presentation of their research project to the class and invited guests. The final project grade will be based on the paper and poster/presentation.

Competency Activities (30%)
To give students an opportunity to practice qualitative research techniques such as interviews, mapping, behavioral observation and article criteria. Student will be able to assess and reflect on their learning through the assignments and quizzes.

When grading assignments, I am looking for:
• Application of critical thinking concepts and tools
• Appropriateness of qualitative methods
• Demonstrated understanding and use of methodologies/techniques
• Writing and presentation quality (grammar, spelling, citation formats, organization, flow, organization, etc.)

GRADING:
Midterm Exam 15%
Final Exam 20%
Field Research Project 35%
Competency Activities 30%

SCALE
A = 100 - 90  
B = 89-80  
C = 79-70  
F =less than 70 (Grades are not rounded up.)

Course Evaluation
Students are encouraged to complete the UTRGV course evaluation.

STUDENT RESPONSIBILITIES & REQUIREMENTS:
General
1. Lectures are intended to augment and reinforce material presented in the course textbook(s), reading materials and/or lab manual. Lectures may present material not specifically contained in the course assigned materials. Not all of the textbook may be assigned.
2. All reading assignments are to be completed before class and the student must be prepared to actively participate in class. Failure to participate may affect you overall grade.
3. Demonstrate professional and ethical behavior at all times, including academic integrity, adherence to copyright law, and respectful discussion and disagreement with fellow students, instructor and/or guest speaker(s).
4. Actively participate in class discussions in a constructive, facilitative manner.
5. No cell phones are allowed, not even on vibrate. If use is warranted, arrangement must be made with the faculty prior to the start of class to have the cell phone on during class times. Then all calls must be taken outside of the classroom.
6. Use of any electronic or communication device (i.e. laptop, phone, watch, etc) requires prior approval from the instructor. Any powerpoints or specific course materials will be posted to blackboard after class time.
If you are “caught” emailing, on facebook, tweeting, shopping, looking up answers, etc., you will be asked to leave class immediately and cannot return until you meet with the instructor. Other sanctions may also be applied.

Assignments
7. All assignments (including class activity assignments and quizzes) must be completed in order to pass the course. Complete all assignments independently unless specifically identified as group assignments.
   • All assignments must be completed by the assigned dates. Assignments are to be turned in at the beginning of the class period. Late work will not be accepted unless prior arrangement has been made and/or the circumstances warrant special considerations as determined by the faculty. Work that is not turned in on time will be graded as “0.” An assignment handed in later on the day in which it is due is counted as late.
   • If the instructor agrees to grade the late assignment, the assignment will lose one letter grade and/or 10% of the total points for each day it is late.
8. No make-up will be given for exams. These are to be taken on scheduled dates and times. Missed exams will be graded as “0.” Extenuating circumstances will be considered if addressed before exam time. If an exception is made, the exam may be oral and/or any format the instructor chooses.
   • Arrive for exams on time. Place books, bags, papers, purses, electronic communicators (TURNED OFF), and other personal items at the front of the room when taking an exam.
9. All written assignments must be typewritten, unless otherwise specified. Written assignments must be grammatically correct and free of spelling errors. Points will be deducted for presentation and grammar.
10. The instructor reserves the right to reschedule and/or change course lectures, assignments, and examination times, dates, and/or places.

Evaluation Kits, Manuals, or Books
Any materials (evaluation kits, manuals, books, etc.) which belong to either the instructor(s) or the Department of Occupational Therapy which are loaned to the student in order to complete an assignment must be returned to the instructor or replaced by the student at the end of the course. If such materials are not returned or replaced, the student will automatically fail the course.

Attendance & Professional Conduct:
You are responsible for calling and leaving a message or emailing when you are unable to attend class. Each absence (excused or unexcused) may result in a 5% reduction in your overall grade. Each unexcused absence results in a 5% reduction in overall course grade. Lateness (5 min. or more) is also considered an unexcused absence. For an absence or tardiness to be considered as excused, email the instructor at shirley.wells@utrgv.edu before the start of class.

Rude and inappropriate conduct will not be tolerated. Unprofessional behavior(s) will result in a reduction of your overall course grade and/or dismissal from the course. The amount of reduction will be at the discretion of the instructor. A student who is deemed to demonstrate unsafe practice and nonprofessional behaviors will fail the course. The student may also be dismissed from the program after review by the OT faculty.

Policy on Academic Integrity
Students are expected to be above reproach in all academic activities. Please refer to the UTRGV Occupational Therapy Department Student Handbook, the AOTA CODE of Ethics, and Regents’ Rules and Regulations. All incidents of academic dishonesty will be reported to the Dean of Students and UTRGV policies and procedures will be followed. Violation(s) could result in dismissal from the program.
Disability Service
Students with disabilities are encouraged to contact the Disability Services for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Texas Rio Grande Valley to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Disability Services (DS), Edinburg campus - University Center #108, 665-7005 or accessibility@utrgv.edu.

MSOT Assessment Plan:
Program Intended Student Learning Outcomes
The student will:
1. Graduates of the program will demonstrate creative problem solving abilities and caring professionalism.
2. Graduates of the program will demonstrate competency as an entry-level occupational therapist.
3. Graduates of the program will demonstrate the ability to integrate cultural and other contextual factors when interacting and treating clients.
4. Graduates will develop professional behaviors such as a positive approach to learning, respect for others, professional communication and ethical conduct.
5. Graduates will incorporate public health concepts into practice, by being able to look beyond the individual and employ both individual and community programming.
# THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY
# DEPARTMENT OF OCCUPATIONAL THERAPY
# OCCT: 6309 Qualitative Research in O.T.
# Tentative 2019
# TOPICAL OUTLINE

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<td>Jan</td>
<td>Course Overview</td>
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<tr>
<td>15 / 17</td>
<td>Philosophy of Qualitative Methods</td>
<td>Creswell, Ch. 2; Skills, Ch 1 &amp; 6</td>
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<td>Jan</td>
<td>Designing a Qualitative Research</td>
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<td>22 / 24</td>
<td>Qualitative Approaches to Inquiry</td>
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<td>Jan</td>
<td>Qualitative Approaches to Inquiry</td>
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<td>Introducing &amp; Focusing the Study</td>
<td>Creswell, Ch. 6;</td>
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<td>5 / 7</td>
<td>Purpose Statement &amp; Research Questions</td>
<td>Skills, Ch 3, 10-12</td>
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<td><strong>Assignment Due:</strong> Draft of Research topic &amp; problem statement</td>
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<td>Feb</td>
<td>Literature Review &amp; Map</td>
<td>Skills, Ch 8</td>
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<td>12 / 14</td>
<td>Qualitative Critical Review Guidelines</td>
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<td>Validation &amp; Evaluation</td>
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<td>Feb</td>
<td>Data Collection</td>
<td>Creswell, Ch 7; Skills, Ch 13-14</td>
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<td>19 / 21</td>
<td>Sampling, Observation, Mapping, &amp; Fieldnotes,</td>
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Feb 26 / 28  Data Collection  Interview//Focus group  Creswell, Ch 7; Skills, Ch 15-17

**Assignment Due:** Article criteria

Mar 5 / 7  Midterm Exam – PM

**Assignment Due:** Revised problem statement, specific aims, theory, & sample interview questions

Mar 12 / 14  Spring Break

Mar 19 / 21  Date Management – Transcription  Creswell, Ch 7; Assigned reading

**Assignment Due:** Behavioral Observation & Mapping

**Section III**

Mar 26 / 28  Data Analysis & Coding  Creswell, Ch 8; Skills Ch 18-22

Apr 2 / 4  AOTA Conference  Work on Research Project

Apr 9 / 11  Writing & Presenting  Creswell, Ch 9; Skills, Ch 24-28

Apr 16 / 18  Work on Research Project

Apr 23 / 25  Presentation

**Assignment Due:** Research fieldwork paper due with transcription of one interview, coding & fieldnotes & poster

Apr/May 30 / 2  Presentations

May 7 / 9  Final Exam - PM

**This schedule is subject to changes.**