Midwestern University OT Program

Research Manual

2025

Overview of the Research Course Series

There are seven research and related courses as part of the OTD curriculum:

OTHED 1580: Critical Analysis of Evidence

OTHED 1581: Research Project Development

OTHED 1582: Research Proposal Development

OTHED 1683: Research Project Implementation

OTHED 1684: Research Project Synthesis

OTHED 1714: Data-based Decision Making

OTHED 1716: Professional Writing

These courses build upon each other in a sequential and progressive manner over seven consecutive quarters in the first, second, and third years of the OTD Program curriculum. Successful completion of the courses results in two products for dissemination: a professional research poster (*OTHED 1684*) and a manuscript suitable for submission to a peer-reviewed journal (*OTHED 1716*). Students are additionally required to present their posters at the MWU Annual Kenneth A. Suarez Research Day in the spring quarter of their third year. They are not required to submit their manuscripts for publication but are strongly encouraged to consider the value of such a contribution to the knowledge base of the profession. Students are additionally asked to consider disseminating their research findings at state and national conferences. More information about each of the courses can be found on the following pages.

OTHED 1580: Critical Analysis of Evidence

(2 credits)

This course provides content foundational to understanding and applying current research that affects practice and the provision of occupational therapy services. The importance of research, analysis of current professional literature, and understanding and interpreting basic research methodologies / designs will be highlighted.

Essential 2023 ACOTE Standards: B.5.1., B.5.2., & B.5.4.

This course includes an introduction to research in occupational therapy and provides an overview of the research course series, including rationale for its inclusion as one of the key curricular threads of the program, and expected student outcomes. Students are introduced to qualitative, quantitative, mixed-methods, and participatory approaches to inquiry and demonstrate mastery of essential constructs through completion of specific article critique assignments. Students are also expected to successfully complete the CITI ethics training for human subjects during this course, which fulfills the Midwestern University Institutional Review Board (IRB) requirement for conducting research. In addition to the didactic components of the course, students explore the program's community partners and learn about the faculty research mentors' interests and areas of research. The purpose of these exercises is to assist the Director of Student Research to match students to mentors for the year-long student research project, a process that is completed by the end of the quarter.

(2 credits)

Self-directed learning is emphasized in the development of beginning research skills for small group research projects. The development of a research proposal, including the introduction, research questions, research design, and anticipated outcomes, will provide the foundation for writing the proposal for submission to the Institutional Review Board (IRB) in the subsequent quarter.

Essential 2023 ACOTE Standards: B.5.1. & B.5.2.

The primary objectives of this course are for students to develop working relationships with their peer researchers and Faculty Research Mentors, develop their research topics, identify research questions for investigation, and compose a formal written research proposal, which includes a Literature Review Paper and a Methods Paper. Students will additionally defend their research proposals to a panel of Faculty Research Mentors. During the first half of the course, the Course Instructor, in collaboration with assigned Faculty Research Mentors, will assist small groups of students to explore topics related to their community partners and organize those topics in a literature grid. Concurrent with the completion of this grid, students will work with their Mentors to identify needs of the community partner that can be reasonable investigated. Both activities will contribute to the Literature Review Paper, which is a narrative synthesis of the literature. Once a gap in the literature has been identified and aligned with community partner needs, students will work with their Mentors to identify the methodology for their project, resulting in the Methods Paper. This proposal will be defended, revised according to feedback, and will then serve as the foundation for the application to the Institutional Review Board in OTHED 1582. In addition to the group research group work, course content includes data collection techniques for quantitative, qualitative, and mixed-methods approaches, and considerations for inclusion of certain populations in research, including children, people with intellectual disabilities, and people with serious mental illness.

OTHED 1582: Research Proposal Development

(2 credits)

Having conceptualized their research project design, students finalize their research project development in this course. They will complete and submit their IRB Form A and supporting documents to the University Office of Research and Sponsored Programs for approval prior to implementing their study.

Essential 2023 ACOTE Standards: B.5.1., B.5.2., & B.5.4.

The primary objective of this course is for students to submit their applications to the Institutional Review Board for approval to conduct research at the University. Students will use their Research Proposals from OTHED 1581 as the foundation for the preparation of this application. Faculty Research Mentors will provide guidance and feedback throughout the quarter as students complete their ORSP Form A and create and obtain all supplemental documents, including data collection materials such as interview guides, recruitment flyers and scripts, and letters of support from community partners. The Course Instructor will assist the students to enter their IRB applications into the University's InfoEd platform. The IRB must approve students' research plans before any research activities can take place. Once approved, each student group will work with their Faculty Mentors to identify specific timelines for research activities over the remaining quarters; however, all students are required to continue to meet benchmarks determined by the Course Instructor in accordance with program objectives.

OTHED 1683: Research Project Implementation

(3 credits)

Self-directed learning builds upon work completed in prerequisite research courses to implement student research studies and data collection. Institutional Review Board approval initiates the processes of subject recruitment, data collection efforts, and the initial analysis of results.

Essential 2023 ACOTE Standards: B.5.2., B.5.3., & B.5.4.

During this quarter, students will implement their research plans as approved by the IRB. If IRB approval was not obtained during the previous quarter, students are expected to make any requested modifications to their applications and/or proposals and resubmit for IRB approval. Research project implementation primarily involves data collection but may also include data analysis, especially for qualitative research projects in which data is collected concurrently with analysis. Students must additionally identify and adhere to a data management plan. The exact nature of each project will determine the type and intensity of data collected during this course as well as the duration of the process. Unlike the other research courses in the series, there is no observable research product that results from this course. Students are engaged in action and reflection and will be evaluated based on their adherence to research plans. Faculty Mentors continue to meet with research groups on a weekly basis in order to achieve the course objectives and facilitate the steps of the research process. In addition to the group research work, course content addresses the ethics of data collection and researcher-participant interactions and students will be asked to complete reflective exercises on the intersection of scientific research, ethics, and sociocultural issues such as race and poverty.

OTHED 1684: Research Project Synthesis

(3 credits)

Results from the previous research coursework are subjected to descriptive or statistical analysis and integrated with current literature in occupational therapy. Completed projects are presented in poster format for peer review.

Essential 2023 ACOTE Standards: B.5.1., B.5.2., & B.5.3.

The focus of this course is to analyze, interpret, and disseminate research findings. Faculty Mentors supervise, guide, and advise students on analytic strategies and may conduct confirmatory analyses to increase the accuracy and rigor of the study findings. If necessary, students will be responsible for facilitating additional meetings with the Course Instructor and/or with the University's biostatistician who may provide additional guidance with data analyses. Through analysis, students additionally learn to synthesize their research data into meaningful findings that can be applied to occupational therapy. In-class content is focused on advanced analysis techniques, including use of descriptive and inferential statistics with quantitative data, and appropriate application of coding and other procedures to qualitative data. Course content additionally addresses grant writing, authorship, and the process, purpose, outcomes, and implications of dissemination. Lab opportunities are provided to enhance students' knowledge and ability to utilize diverse software programs for data analysis. Students must continue to meet regularly with their Faculty Mentors and co-researchers to achieve course outcomes, including a professional poster to be presented and judged at the Kenneth A. Suarez University Research Day in their last quarter, and a manuscript suitable for submission to a peer-reviewed journal. The poster presentation in a subsequent quarter is a requirement for the course.

OTHED 1714: Data-based Decision Making

(2 credits)

This course will prepare students to use and apply knowledge from their research projects and other current occupational therapy sources for translation to clinical practice and upcoming Capstone projects. Students will read current and relevant literature and apply knowledge to contextual scenarios.

Essential 2023 ACOTE Standards: B.4.7.

This course is designed to provide students with the knowledge and skills to translate clinical inquiry and apply current evidence in the profession to practice for the exchange of knowledge. Using their experiences in fieldwork, results generated from their research projects, and knowledge gained from the process and practice courses, student will engage in knowledge translation and exchange to realize the importance of evidence-informed practice for occupational therapy. Knowledge and skills gained in this course will contribute to students' individualized capstone projects and subsequent practice. In addition, students continue with their research projects by submitting their research poster for presentation at the Annual Kenneth A. Suarez Research Day at the University. Students are evaluated on their ability to communicate their research processes and findings to a diverse audience of students, faculty, and community members. Although not required, students are encouraged to submit their posters for presentation at the Illinois Occupational Therapy Association Annual Conference and/or the American Occupational Therapy Association Conference for greater impact on the knowledge base of the profession.

OTHED 1716: Professional Writing

(2 credits)

This course prepares the student to write and publish professional and scientific papers. The course covers the preparation of manuscripts, style and format, citation methods, peer review processes, and the ethics of professional writing.

Essential 2023 ACOTE Standards: B.5.2

Building on previous research courses, this course will augment students' knowledge and skills and lead them to a more precise and professional individualized writing style in order to produce and submit their research manuscripts to a peer-reviewed journal. This course requires students to continue to work with their research team within and outside of class sessions in the process of writing, rewriting, and critiquing one another in supportive, professional ways. Students will also continue to meet regularly with Faculty Mentors, who will facilitate the development of the manuscript; however, the Writing Course Instructor will be primarily responsible for guiding students through the process of professional writing and will evaluate their final products. The final manuscript must be written and formatted according to the author guidelines of a specific journal, which will be identified in collaboration with Faculty Mentors and based on appropriateness for publication. Most journal guidelines will require students to include the following: abstract, introduction/ literature review, methods, results, and interpretation with conclusions, study limitations, and suggestions for future research. While actual submission of the manuscript to the identified journals will not be required for this course, all steps leading up to this point will be covered and completed, and submission will be highly encouraged.

Accountability Plan- Research Group Weekly Tasks & Meetings

WEEK OF:	
Faculty/ group meeting (A)	1. Confirm student group meeting (B) occurred last week 2. Review student group meeting (B) minutes from last week: Check in on specific progress on tasks from student group meeting (B)- Ask entire group what tasks were completed, by who, and if they were completed as agreed upon 3. Check-in on group issues/successes and individual performance 4. Work time 5. Revisions to current timeline? 6. Agree upon tasks to complete by next week, students responsible for each, and deadlines; consider rotating roles 7. Confirm that students have a group meeting (B) scheduled before next faculty/group meeting (A) and that all students can attend
Student group meeting (B)	1. Review tasks/deadlines/responsibilities from faculty/group meeting (A) 2. Discuss progress, problems encountered, individual/group issues/successes 3. Rotate responsibility for taking specific meeting minutes (to be shared with all on OneDrive) 4. Work time 5. Identify additional tasks to be completed by next faculty/group meeting and be sure that each is assigned (and agreed upon) 6. Update faculty mentor by emailing that OneDrive minutes have been uploaded

Research Group Project and Quarterly Accountability Contract

Course:

Assignment:

Assignment due date:

Group member availability and work styles: At the start of the assignment, take time for each group member to share their general availability during the week and their preferred work styles.

How will we complete this assignment? Select one:

☐ Each group member will work on individual sections according to the timeline below. All other group members will review all sections completed by their peers for accuracy/thoroughness and make suggested edits to the original author of the section.

☐ All group members will work together on all sections according to the timeline below.

☐ Other, describe:

Timeline for completion- list the individual tasks/sections/components/steps to the assignment, who is responsible for each section, and deadline for completion. If using the first method for completion listed above, incorporate peer reviews and time for editing as additional steps. Add more rows as needed.

Task/Section/Component/Step	Person(s) Responsible	Deadline

List group members, contact info, preferred methods of communication, and role. Potential roles can include any of the following, or any additional roles as needed. It's possible that group members could share roles or take on more than one role.

- Chair/co-chair- takes the lead on scheduling meetings, leading meetings, and ensuring all group members understand their responsibilities and expectations
- Supporter- ensures all group members contribute during meetings and contribute equitably to the assignment
- Note taker- takes notes during meetings and shares notes with all group members
- Accountability partner- checks in with group members to ensure appropriate progress on assigned tasks
- Challenger- encourages all group members to think critically, consider alternative viewpoints, and strive for high quality work

Name	Email	Phone	Preferred communication method (Email, text, in person, any)	Role

Meetings- schedule meetings in advance to plan for the assignment, review progress, and to review the final assignment before submission. List the meeting date and times here (add more rows if needed):

Meeting purpose	Date	Time	Location

*It is encouraged that meetings take place face-to-face in person. If group members must participate in a meeting virtually, it is strongly encouraged that they participate with their camera on.

Conflict resolution- identify how the group members will attempt to avoid conflict or address any of the potential conflicts that may arise, such as a group member missing a meeting, not completing their section(s) by the agreed upon deadline, or miscommunications (select all that apply):

☐ Practice active listening- remove distractions; repeat what was heard to ensure understanding; listen to understand, not to respond

☐ Consider value/importance of addressing minor issues vs. letting them go

☐ Frame things as questions instead of demands

☐ Be respectful of alternative viewpoints

☐ THINK before you speak - is what I'm about to say: **T**rue? **H**elpful? **I**nspiring? **N**ecessary? **K**ind?

☐ Express frustration or disagreement in a calm and quite manner

☐ Address a conflict directly with the person(s) involved before involving others

☐ Focus on issues, not people; provide specific examples of concerns

☐ Use "I" language when speaking about concerns

☐ Seek to understand each person's perspectives about the issue

☐ Agree on a specific plan for moving forward, including attitudes or behaviors that need to change

☐ Reach out to course director or faculty mentor for assistance if unable to resolve conflict on own

☐ Other, describe:

Self- and group- assessment

Self-directed learning is emphasized during this course. Because much of this course involves group work, you will earn both an individual and a group grade for all of your group assignments These include: *[NAME OF ASSIGNMENTS FOR THE QUARTER]*. Half of the grade for each assignment will be awarded as a group grade to everyone in your group; the other will be an individual grade.

For example, you will receive the same grade as your group members for 50% of the [NAME OF ASSIGNMENT] ([NUMBER OF COURSE POINTS] of your final course points) and you will receive an individual grade based on your contribution for the other 50% of the assignment ([NUMBER OF COURSE POINTS] of your final course points). In order for your individual grades to be determined, your Mentor will consider: attendance and participation; evidence of written and verbal contributions; your self-assessment; and the assessment of your peers. The latter two will be completed by you on this form.

Please note that your peers will not see your assessment of their participation; however, your Mentor may choose to discuss any issues or concerns that have been raised. Additionally, you are encouraged to share your peer assessment with your peers.

Self- & Group Assessment-END Quarter

Name: _____

Course: _____

Please rate the following items and provide thoughtful examples for each.

1= *Does not demonstrate this behavior consistently; it appears to be an area of difficulty*

2= *Demonstrates this fairly consistently but not necessarily always successfully. They put in effort but this does not appear to be one of their strengths*

3= *Area of strength; they demonstrate this behavior consistently and effectively. This has enhanced the group's learning and performance*

ITEM	Self	Peer 1 (Name)	Peer 2 (Name)	Peer 3 (Name)
Shares personal views and ideas in group discussions				
Demonstrates positive attitude toward the research process				
Responds to feedback from group members positively				
Provides feedback to group members positively				
Encourages collaboration and representation of all member viewpoints				
Actively works toward finding solutions to problems				
Is flexible in scheduling and responsible for communicating scheduling needs to group members				
Takes on various roles during group meetings				
Meets deadlines (whether scheduled or expected) for class and group collaborations				
Is proactive and organized as a group member- doesn't rely on direction from others				
Contributes equally to group projects and discussions				
Consistently anticipates problems and works with group members to identify solutions				
Contributes to written products in a high-quality manner and makes modifications as necessary				

Please list two goals that you have for yourself for next quarter in research.

1. _____
2. _____

RESPOND ABOUT EVERYONE'S WORK AS A GROUP MEMBER:

YOU: Please identify at least one of your strengths as a group member and one area in which you could develop as a group member.

      Area of strength: _____

      Area for development: _____

Related to their work as a group member, please identify at least one strength and one area for development for each of your peers. Please be honest- no one will see your assessment unless you request that they do.

PEER 1 NAME:

      Area of strength: _____

      Area for development: _____

PEER 2 NAME:

      Area of strength: _____

      Area for development: _____

PEER 3 NAME:

      Area of strength: _____

      Area for development: _____

If you would like your mentor to directly address any issues related to the group (in an anonymous way), please note them: _____

_____

Do you want your mentor to mention specific information that you have provided (indicate that you have said these things)? _____

Any additional notes: _____

_____

Assignment Rubrics for Research Process Deliverables

> *OTHED 1580L Critical Analysis of Evidence: NONE*
>
> *OTHED 1581: Research Project Development*
>
> *OTHED 1582: Research Proposal Development*
>
> *OTHED 1683: Research Project Implementation: NONE*
>
> *OTHED 1684: Research Project Synthesis*
>
> *OTHED 1714: Data-based Decision Making: NONE*
>
> *OTHED 1716: Professional Writing*

OTHED 1581: Research Project Development Rubric: Literature Review Paper

You will use your literature review grid as the foundation for a formal, narrative research paper, including a persuasive introduction and review of the literature. This paper will create the conceptual foundation for your research project. Whereas the literature review grid consists of multiple, discrete, summarized sources, this paper is a synthesis of the pertinent evidence on your topic and should be organized according to categories or themes. Categories should build on each other, leading to a cohesive argument for the necessity of the study, a concise synthesis of what is already known, and identification of the research question(s). Although there is no page requirement, the paper <u>might</u> be between 8-12 pages. The purpose of this paper is to hone your disciplined thinking prior to completing the research proposal for submission to IRB in the spring quarter. This paper is due by **[DATE].**

criteria	score
Style: APA − Appropriate APA formatting and adherence to overall APA Style − (including language, citations with DOIs, spacing, running head, etc.) − *Refer to Figure 2.1 APA Manual (pp. 41-59)*	/5
Writing: Clarity & Organization − Includes Introduction section − Quality of writing-professional, sophisticated, & persuasive − Literature is organized narratively and thematically − Sources are synthesized, NOT presented discretely	/10
Sources: Quantity & Currency − Sources are primary, contemporary, & from peer-reviewed journals − Sufficient original research cited for each theme/argument	/10
Emphasis: Relationship to Occupation − Evaluation of the literature is presented in terms of its contribution to understanding human occupation − Supplemental sources support research on occupation	/10
Critical Thinking − Intellectual standards for critical thinking are evident in evaluation of relevance to research project (clarity, depth, breadth, accuracy, relevance, logic, & precision)	/15
GROUP total score	**/50**
Individual contributions —Scored based on self- and peer- assessment and observations of student engagement in process, contributions to group tasks, equality of workload within group, and investment in final product	
INDIVIDUAL total score	**/50**
ASSIGNMENT total score	**/100**

OTHED 1581: Research Project Development Rubric: Methods Paper

You will write a comprehensive and precise account of the methods that will be used in the research project, including methods of data collection and analysis. The paper should conclude with a purpose statement, which should clearly explain the study's expected contribution to the evidence base of OT, as well as a description of how it will build upon the literature. As this is an essential aspect of the research proposal to which the IRB will pay special attention, this assignment will ensure that your ideas and plans are well-constructed, logical, and feasible. Mentors will guide the specific style of the paper. Although there is no page requirement for the paper, it <u>might</u> be between 3-6 pages. The final version of this paper is due to your mentor by **[DATE]**.

criteria	score
Style: APA • Adheres to appropriate APA Style (including citations, spacing, running head, language, etc.) *Refer to Figure 2.1 APA Manual (pp. 41-59)*	/5
Clarity & Organization • Quality of writing-professional, sophisticated, & persuasive • Logical organization (including sub-sections, as relevant)	/10
Completeness • Thorough, yet concise attention to all steps of research plan (including sample, recruitment, data collection, measures, data analysis, etc.) • Terms defined & study parameters described clearly • Evidence of revisions to draft that indicate thoughtful consideration of feedback from proposal defense	/10
Justification • Rationale for methodological choice (including citations)	/10
Methodological Congruence • Consistency across research questions, overall objectives, study complexity, & procedures	/10
Critical Thinking • Intellectual standards for critical thinking are evident in presentation of plan & approach (clarity, depth, breadth, accuracy, relevance, logic, & precision)	/5
GROUP total score	**/50**
Individual contributions • Scored based on self- and peer- assessment and observations of student engagement in process, contributions to group tasks, equality of workload within group, and investment in final product	
INDIVIDUAL total score	**/50**
ASSIGNMENT total score	**/100**

OTHED 1581: Research Project Development Rubric: Proposal Defense

You will defend your research proposals to a faculty panel in order to receive permission to move forward with your research and begin the process for IRB submission next quarter. You will prepare a concise presentation (less than 10 minutes) in which you: (1) Justify the rationale for your research project, (2) Identify your research question(s), (3) Propose methods of data collection and analysis, and (4) Articulate how your project will contribute to the body of knowledge relevant to OT. You should focus primarily on the project's methods and include only the most critical points from your literature review. Three faculty members, including your mentor, will listen to your arguments, ask questions, and provide feedback and considerations for revision. Following feedback, you should consult with your mentor about making the suggested modifications to your Methods paper. Proposal defenses will be scheduled on Wednesday, **[DATE]**. You must attend all seven presentations.

criteria	score
Organization & quality of presentation • Adherence to time expectations, well-paced, adequate attention given to all criteria • Visuals & other materials are well-organized, necessary, and add value to the presentation • Logical flow to the presentation of information; each component builds off of the others	/5
Participation • Unity within the presentation; individual parts are integrated into a cohesive whole	/10
Background & justification • Reasoning is logical, & clearly & specifically supported by evidence • Statement of a legitimate, important problem derived from the literature • Description of relationship of proposed project to prior research	/10
Methodological organization & congruence • Thorough, yet concise attention to all steps of research plan (including recruitment, data collection & analysis, etc.) • Research questions described and presented in terms of connection to gaps in the literature • Rationale for design & methodological choices; match to philosophical perspective (able to be supported when questioned by panel) • Consistency across research questions, overall objectives, study complexity, & procedures	/15
Evidence of critical thinking & continuity across project • Intellectual standards for critical thinking are evident in presentation of plan & approach (clarity, depth, breadth, accuracy, relevance, logic, & precision) • Evidence of synthesis of information across multiple phases of the project (annotated bibliography, early planning, etc.); proposal presentation represents reasonable evolution of research project & culmination of work to date	/10
GROUP total score	**/50**
Individual contributions • Scored based on self- and peer- assessment and observations of student engagement in process, contributions to group tasks, equality of workload within group, and investment in final product	
INDIVIDUAL total score	**/50**
ASSIGNMENT total score	**/100**

OTHED 1582: Research Proposal Development: IRB Form A & Supporting Documents

The IRB research proposal involves the conceptualization and creation of a concise, clear, yet detailed narrative. Using the "Research Involving Human Subjects Form A," the proposal summary will include an introduction to the study and reason(s) why this study is important to occupational therapy; a literature review stating the salient research supporting the topic(s) and the need for the study; the design and methods for the study with special care given to explaining the ways in which participants will be protected; and a basic overview of a plan to analyze the data once collected during OTHED 1683. Note that IRB approval is required before <u>any</u> data collection may be initiated. The completed IRB proposal must be submitted to your research mentor by **[DATE].** In addition to Form A, a thorough proposal requires supporting documentation. All documents are due at the time of the Form A submission**.** Your mentor will guide you re: the documentation needed for your study; when relevant, you must use templates that have been approved for use by ORSP.

criteria	score
Adherence to ORSP Guidelines • Form A is complete & accurate; all instructions have been carefully followed; Formatting is correct • Supporting documents meet ORSP requirements, including Consent Form • All ORSP required documents (per Form A) are included (CITI forms, measures, etc.)	/10
Writing: Clarity & Organization • Basic writing skills are evident & writing is error-free (grammar, editing, etc.) • Quality of narrative writing-professional, concise, persuasive (all sections)	/5
Research Plan: Content, Precision, & Presentation • Summary represents a synthesis of all project details • Includes persuasive background information (brief, prioritized literature) & linked to justification for research • All procedures are clearly & accurately explained, including consent processes, recruitment, & sample selection • Specific plans are described with rationale & sufficient detail (collection, analysis)	/15
Supporting Documents • All required documents are included as appendices, referenced in Form A, & organized (*refer to checklist*) • Documents are complete/appropriate for purpose (i.e. well composed interview guide for data) • Documents are result of sufficient research, use of models, & conceptual frameworks • Consent Forms adhere to template & are at appropriate reading level	/15
Follows Instructions • Works with mentor & co-researchers to set & meet all deadlines • Consistently meets with mentor & peers & participates in discussions & decision-making to advance project • Demonstrates commitment & responsibility to project • Proactively addresses & anticipates problems; responds to feedback promptly • Intellectual standards for critical thinking are evident in overall approach to research project (clarity, depth, breadth, accuracy, relevance, logic, & precision)	/5
GROUP total score	**/50**
Individual contributions • Scored based on self- and peer- assessment and observations of student engagement in process, contributions to group tasks, equality of workload within group, and investment in final product	
INDIVIDUAL total score	**/50**
ASSIGNMENT total score	**/100**

OTHED 1684: Research Project Synthesis: Poster

Please note that you will be evaluated in the spring quarter of 2026 for your presentation of this poster at Kenneth Suarez Research Day in [YEAR]. Refer to AOTA's tips on professional presentations as well as to ORSP poster presentation documents and templates. You are expected to prepare a professional, scientific poster for presentation. The specific poster format should be determined in collaboration with your Mentor and must be prepared on the MWU poster template and include typical components of a research poster. A draft of the poster is due to your Mentor on [DATE[. The final poster is due to both Emily and your Mentor by [DATE]**. The poster will be evaluated for its visual presentation, organization of information, and description of the research project.

***Please note that the poster MUST be ready for the professional poster presentation in Spring [YEAR] when you submit it on [DATE]- You cannot delay edits or changes until the spring. This means that formatting should be precise and no typos or grammatical errors should remain.*

criteria	notes	score
Poster abstract • *Submitted on time (including draft), & adheres to ORSP template* • *Representative of research study & consistent with poster*		*/100;* *(10% of course grade)*
Draft(s) • Quality & level of completion is consistent with study progress at time of submission • Satisfactory & timely response to requests for revisions/ resubmissions • Final poster is COMPLETE- ready for submission for Poster Day on 5/5/2023		/25
Description/ presentation of research • Research information is prioritized for conciseness • Research project is accurately & appropriately represented • Background information adequately supports the study • Methods are described in sufficient detail • Findings are clear, succinct, & relevant to target audience • Discussion of importance/ implications is consistent with findings *(logical, meaningful, & thoughtfully analyzed)*		/25
Visual presentation • *Effective balance of text & visuals* • Layout, colors, fonts, & patterns enhance readability • Logical arrangement & organization of poster components *(clearly understandable without narration)* • Visuals *(graphs/charts)* are engaging & enhance the text • Free from grammatical, spelling, & formatting errors; APA is used		/20
Emphasis on occupation • Project is clearly presented in terms of contribution to understanding occupation • Overall project appropriately conveys & effectively promotes OT profession		/10
Overall critical thinking • Intellectual standards for critical thinking are evident in evaluation of relevance to research project (clarity, depth, breadth, accuracy, relevance, logic, & precision)		/20
	total	100

OTHED 1684: Research Project Synthesis: Manuscript

In accordance with your textbook and other resources for professional, scientific writing, you are expected to complete a manuscript for submission to a peer-reviewed journal. You have been provided with AOTA's list of journals representing typical occupational therapy research publications. Once you have chosen a journal that is most appropriate for both the content and research methods of your study, prepare a manuscript according to the journal's guidelines. Your manuscript will at least address the following components: *Revised Introduction, Literature Review & Methods; Results; Discussion section; Conclusion (Including study limitations, areas for future study, & practice implications)*; *Plain Language Summary; References and tables, as appropriate*. Please note that you are not required to submit your manuscript at this time. You are expected to write as if you plan to submit the manuscript. You will have the opportunity to further revise the manuscript in *OTHED 1716- Professional Writing*. The final manuscript must be submitted to both your Mentor and Emily by [DATE].

criteria	notes	score
Draft(s)- *(Draft 1 due: DATE)* • Quality of writing & level of completion is consistent with study progress at time of submission • Satisfactory & timely response to requests for revisions/ resubmissions • 1-2 drafts submitted & revised as determined by mentor		/20
Manuscript style/ format • Appropriate formatting per journal specifications *(including citations, spacing, references, etc.)* • Adherence to journal guidelines *(titled sections, length, etc.)*		/10
Manuscript writing: Clarity & organization • Quality of writing-professional, sophisticated, & persuasive • Suitable for OTHED 1716 *(with expectation of edits)*		/20
Manuscript content/ presentation of research • Research project is accurately & appropriately represented • Background information adequately supports the study • Methods are described in sufficient detail *(for journal)* • Findings are clear, succinct, & relevant to target audience • Discussion of importance/ implications is consistent with findings (logical, meaningful, & thoughtfully analyzed) • Conclusions are concise & sum up the study & findings as presented (not merely a repetition of information) • Plain Language Summary is accessible, concise, and consistent with format provided (OTJR)		/30
Overall critical thinking • Intellectual standards for critical thinking are evident in evaluation of relevance to research project (clarity, depth, breadth, accuracy, relevance, logic, & precision)		/20
	total	/100

OTHED 1684: Research Project Synthesis: Manuscript (Authorship Table)

STUDENTS	1:			2			3			4		
Research activity	**% effort (out of 100%)**	**Points**	**Total points (pts x %)**	**% effort (out of 100%)**	**Points**	**Total points (pts x %)**	**% effort (out of 100%)**	**Points**	**Total points (pts x %)**	**% effort (out of 100%)**	**Points**	**Total points (pts x %)**
Conceptualizing & refining research ideas (initial topic, relates topic to occupation, additional ideas, research question(s)		40			40			40			40	
Literature review (literature search, annotated bibliography, synthesized & revisited literature as necessary)		30			30			30			30	
Creating research design and methods (researching & determining best match for RQ, decisions about data collection & analysis, plans for project & timeline, identifying collaborators)		30			30			30			30	
Generation/acquisition of data collection instruments (decisions regarding existing instrument and/or development of instruments)		20			20			20			20	

IRB (completion of the proposal, organization of the documents, obtaining support from collaborators, modifications & revisions)		40			40			40			40	
Data collection (effort/participation in gathering data through interviews, etc., problem-solving & creativity to increase amount of data) (may adjust numbers for data collection & analysis for survey projects)		50			50			50			50	
Data analysis (Managing, organizing & analyzing data, interpretation of findings)		40			40			40			40	
Written products (drafting the literature review, methods paper, & making revisions as necessary, identifying journal, revising, writing first draft of manuscript, revising & writing 2nd draft of manuscript)		50			50			50			50	
Total		300	/300		300			300			300	