

The University of Texas at El Paso
College of Health Sciences
Doctor of Physical Therapy Program

PT 6117

PHYSICAL THERAPY CAPSTONE PROJECT II

Spring 2025

COURSE SYLLABUS

Credit Hour: 1

Contact Hours: 15 hours

Schedule: Meetings with advisor determined by each Capstone Advisor
Oral Defense with Faculty on May 12th at 1:00-3:00pm
Public Poster Presentation May 15th at 5pm-7pm

Instructors:

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Course Description: This course continues the scholarly project begun in PT 6116. All students must produce a manuscript suitable for publication in a faculty-approved peer-reviewed journal and a poster appropriate for presentation at a state or national conference.

Course Prerequisites for DPT Students: The UTEP DPT Program curriculum is a lock-step curriculum. Therefore, students must pass all courses in the prior semester of the DPT Program in order to enroll in courses in the subsequent semester. Faculty may consider exceptions for PT 6116 PT Capstone Project I and PT 6117 PT Capstone Project II.

Course Objectives:

By the end of this course, the student will have:

1. Defended a scholarly project (original research or systematic review). (7B: Evidence-based practice and applied statistics; 7C1; 7C1) [Application]
2. Produced a manuscript suitable for submission to a peer-reviewed journal. (7B: Evidence-based practice and applied statistics; 7C1; 7C1) [Synthesis]
3. Presented a scholarly project (original research or systematic review) in poster format that is appropriate for presentation at a state or national conference. (7B: Evidence-based practice and applied statistics; 7C1; 7C1) [Synthesis]

Curricular Threads:

- **Cultural / Linguistic Engagement and Competence:** n/a
- **Evidence-Based Practice and Research:**
 - Students complete a Capstone research project. Completion of the project contributes directly towards the further development of students' research methods knowledge and skills, which support evidence-based practice.
- **Clinical Reasoning:**
 - Through the development of research methods knowledge and skills, students improve their ability to develop hypotheses, synthesize knowledge, and use current evidence.
- **Interprofessional Collaborative Practice:** n/a

Methods of Instruction: Individual &/or small group instruction and writing activities as determined by the respective Capstone Advisor

Methods of Evaluation: Student competence and attainment of course objectives are assessed using a variety of methods. These methods and their contribution to the final grade are listed in the table below.

<u>Item</u>	<u>Grade Composition</u>
Attendance at & written assignment re: Class of 2024 poster presentations (See rubric at end of the syllabus)	5%
Research Manuscript (See rubric on Blackboard)	50%
Poster (See rubric on Blackboard)	15%
Oral Defense (See rubric on Blackboard)	20%
Public Poster Presentation (See rubric on Blackboard)	5%
Reflection Paper (See rubric on Blackboard)	5%
Total	100%

Grading Scale: The following letter grade scale is used for the UTEP Doctor of Physical Therapy Program:

<u>Letter Grade Scale</u>	<u>Numerical Grade Scale</u>
A	90-100
B	80-89
C	75-79
F	Below 75

Required Textbooks and Other Learning Resources:

- 1) American Medical Association. *AMA Manual of Style: A Guide for Authors and Editors*. 10th ed. New York City, NY: Oxford University Press; 2007.
 - Available for free to UTEP students through UTEP Library
 - Go to <https://libguides.utep.edu/pt>
- 2) Library guide for poster design:
 - Go to: <http://libguides.utep.edu/posters>
 - See UTEP DPT Program poster template on Blackboard >> DPT Student Resources >> Capstone Documents
- 3) Resources related to how to format the manuscript:
 - *Guidelines for Authors* (or *Author Guidelines*) are available online at

the Web site for each journal.

- For an original research project, students will follow the Guidelines for Authors / Author Guidelines for the faculty-approved journal to which the manuscript will be submitted.
- For a systematic review, students will follow the Guidelines for Authors / Author Guidelines for *Physical Therapy (PTJ)* – unless the Capstone Advisor approves a different peer-reviewed journal.

Recommended Textbooks and Other Learning Resources:

- 1) Jewell DV. *Guide to Evidence-Based Physical Therapist Practice*. 4th ed. Burlington, MA: Jones & Bartlett Learning; 2018. ISBN-13: 978-1-284-10432-5
- 2) Resources related to Systematic Reviews in general:
 - <http://libguides.utep.edu/ptsr>
 - <http://research.library.gsu.edu/c.php?g=115802&p=752506>
 - Murad MH et al. How to read a systematic review and meta-analysis and apply the results to patient care: users' guides to the medical literature. *JAMA*. 2014;312(2):201:171-179.
- 3) Resources related to standardized appraisal tool(s) for Systematic Reviews:
 - CEBM worksheets are found at:
 - <http://www.cebm.net/critical-appraisal/>
 - <http://www.casp-uk.net/#!/checklists/cb36>
- 4) Resource related to PRISMA guidelines for Systematic Reviews:
 - <http://www.prisma-statement.org/>

Resources Available for Student Success:

Confidential Resources:

- **Center for Accommodations and Support Services (CASS):** If you have or suspect a disability and need accommodation, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also e-mail the office at cass@utep.edu or go by their office in Union Building East, room 106 (next to the UTEP post office). For additional information, visit the CASS website at <http://sa.utep.edu/cass>.

Additional Resources:

- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



University Policies: All students are responsible for following UTEP policies and procedures found in the Handbook of Operating Procedures at www.utep.edu/vpba/hoop

Program Policies: All DPT students are responsible for following all policies and procedures documented in the current DPT Student Handbook. Course policies found in the DPT Student Handbook apply to all courses in the DPT curriculum. The current DPT Student Handbook may be found on the DPT Student Resources site on Blackboard.

Academic Integrity: The UTEP DPT Program has a “zero tolerance policy” for scholastic dishonesty. DPT students must demonstrate academic integrity at all times. The current DPT Student Handbook outlines specific definitions, expectations, details, and consequences related to academic integrity and scholastic dishonesty. Additional information related to academic integrity is available through the UTEP Division of Student Affairs at www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html

Course-Specific Policies:

1. **Attendance Policy - Absences:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for the DPT Program policy.
2. **Attendance Policy - Tardiness & Early Departures:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for DPT Program policy.
3. **Electronic Devices:** Refer to current DPT Student Handbook “Electronic Devices” for DPT Program policy.
4. **Professional Behavior Policy:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior”, “Professional Behaviors” and “Unprofessional Behavior:” for general program policy.
5. **Late or Missed Assignments and Assessments Policy:** Refer to course rubrics.
6. **Skills Check Policy:** not applicable
7. **Practical Exam Policy:** not applicable
8. **Student Course Evaluation:**
 - The expectation is that each student will complete the online course evaluations distributed by UTEP at the end of the semester.
 - See Student Handbook for instructions.
 - Student name and course must be on the screenshot to receive credit.

Course Content and Schedule: Each student should see the due dates that are found beneath the following Capstone Advisor Assignments table. For additional information, each student should communicate directly with her/his Capstone Advisor.

CAPSTONE ADVISOR ASSIGNMENTS

ORIGINAL RESEARCH (N= 25 in 8 projects)	
Advisor	Students
Dr. Kosaku Aoyagi	<i>Natalia Aviles Alicia Gomez Layla Rodriguez Roxanna Shababi</i>
Dr. Kosaku Aoyagi	<i>Gage Manriquez Alexa Solis Eric Perez</i>
Dr. Rhonda Manning	<i>Annie Feng Alissa Saenz</i>
Dr Alvaro Gurovich	<i>Trisha Ally Nicolas Carlos Orozco Nicholas Guzak Jacob Jones</i>
Dr. Michelle Gutierrez	<i>Harrison Varnell John Del Valle Homero Alanis</i>
Dr. Fredy Solis	<i>Jessica Hinojosa Jasmine Ezell Jacob Krupa</i>
Dr. Fredy Solis	<i>Meagan Smith Arturo Ciriza Andrew Blackburn</i>
Dr. Torriani-Pasin	<i>Adrian Chavarria Taylor Chevalier Lindy Miller</i>
SYSTEMATIC REVIEWS (N=7 in 2 projects)	
Advisor	Students
Dr. Bala Kathirvelu	<i>Diana Martinez Ocean Stevens Mackenzie Webster Josefina Sloss</i>

Dr Shashwati Geed	<i>Christopher Bell</i> <i>Giovanni Amaya</i>
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Course Assignments & Deadlines:

See information below for assignments and deadlines. Additionally, refer to *DPT Student Resources >>> Capstone Documents* on Blackboard for rubrics. Note that the deadlines listed below are the same for all, regardless of whether doing Original Research or Systematic Reviews.

All assignments should be emailed to the Capstone Advisor in an electronic file unless instructed otherwise.

MANUSCRIPT: [See Blackboard for rubric]

- RESULTS section & draft of DISCUSSION due **July 15th** (Summer 3)
 - A minimum of 6 appraised articles are included in the Results & Discussion
- DISCUSSION due **Aug 15th** (Summer 3)
- Draft of FULL MANUSCRIPT due **Oct 1** (Fall 3)
 - Include the following for Systematic Reviews:
 - PRISMA Diagram
 - Evidence Table
- Revised FULL MANUSCRIPT due **Feb 1st** (Spring 3)
 - Include the following for Systematic Reviews:
 - PRISMA Diagram
 - Evidence Table
- Final FULL MANUSCRIPT due **Mar 1st** (Spring 3)
 - This is the version that will be graded.
 - Include the following Systematic Reviews:
 - PRISMA Diagram
 - Evidence Table
- **NOTE:** If the student / student group is submitting the manuscript for publication, recommend submitting to the journal by **Nov 1st** (Fall 3) in order to allow adequate time for review, revision, and resubmission.

POSTER: [See Blackboard for poster template and rubric]

- Poster presentations will be held in-person in 2nd floor lobby of the Health Sciences and Nursing Building on main campus.
- The poster must be formatted for 48" width x 36" height, and use the DPT Program poster template found on Blackboard.
- Draft of full POSTER due to Capstone Advisor **Mar 15th** (Spring 3)
- POSTER due **Apr 15th** (Spring 3)

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- The poster file should be emailed to the DPT Administrative Assistant for printing by **Apr 15** for printing. The Capstone Advisor should be cc'd on this email.
- The DPT Program will print out a ½-size hard copy of poster by **the last Friday of April.**
- Each student/student group will complete final edits on the hard copy of the poster with the help of their Capstone Advisor
 - Students should communicate directly with their Capstone Advisor regarding time and location of this meeting.
 - The latest meeting date should be **Friday the week BEFORE Graduation Week.**
- FINAL POSTER file should be emailed to the DPT Program's Administrative Assistant by **8am on Monday of Graduation Week** for printing. The Capstone Advisor should be cc'd on this email.
 - The DPT Program will print the poster and cover the cost of this final printing if the deadline is met. However, if the student/student group misses the deadline, they are responsible for arranging the printing and paying for the cost of printing at the UTEP Print Shop or elsewhere.
- Students should communicate directly with their Capstone Advisor regarding a possible practice session in order to prepare for their public poster presentation.

REFLECTION PAPER: **[See Blackboard for rubric]**

- Reflection paper is due to Capstone Advisor by **5pm on Wednesday the week BEFORE Graduation Week**
- Each student will electronically submit a 1 ½ to 2 page doubled-spaced paper in 11 or 12-point font. Each paper should have 6 paragraphs: an introductory paragraph, one paragraph answering each of the following questions, and a concluding paragraph.
 1. What did the Capstone project teach you with respect to evidence-based practice?
 2. How did this project enhance your clinical reasoning skills?
 3. How will you become a better DPT based on what you learned from this Capstone project?
 4. How could this Capstone project and/or process be improved for future cohorts?

ORAL DEFENSE: **[See Blackboard for preparation guidance, rubric, & schedule]**

- Student / student groups will orally defend their Capstone project with two faculty members on **Monday of Graduation Week** in-person at the **Mesa Building** or **Campbell Building**. See Oral Defense Schedule for assigned time and location.
- Each student will answer questions regarding the Capstone project and general research knowledge, and each will receive an individual grade.

PUBLIC POSTER PRESENTATION: **[See Blackboard for rubric]**

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- Student / student groups will publicly present their Capstone poster on **Thursday of Graduation Week from 5:00-7:00pm** in-person at the 2nd floor lobby of the Health Sciences and Nursing Building on main campus.
- Poster must be mounted on the display board (that will be provided) by 4:50pm.
- Family, friends, clinical instructors, etc. are welcome!
- **By 5pm the following day after the public poster presentation**, email a PDF of the Capstone paper with the standardized Title Page (see Blackboard for format) to the DPT Program's Administrative Assistant and cc the Capstone Advisor. Assuming the student earned a passing grade on their Capstone project, this is the final step in the successful completion of this course.

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PT 6117 Poster Session Rubric (for attending poster presentations of graduating cohort)

Student Evaluator Name: _____

NOTE: Each student must attend a minimum of 3 poster presentations, secure a signature from the presenter, & document their assessment below:

Poster Title	Signature of presenter(s) <i>(if in-person)</i>	Strengths of poster format & content*	Strengths of presentation*	Areas to improve poster format & content*	Areas to improve presentation*

***Note:** Provide at least 2 substantive comments in each area. 1 point = substantive comment; 0 point = no comment or not substantive. If there is no poster title &/or no signature, the student will not earn any points for attending that poster.

OVERALL REFLECTIONS:

What are the top 3 lessons you learned about evidence-based practice? (3 points)

What are the top 3 “take-home messages” that you learned related to successfully completing and presenting your Capstone research? (3 points)

Total points possible = 30 points

Final grade: ____/30 = ____

Each student evaluator should submit this completed document to their shared UTEP DPT Program OneDrive folder by 5pm on the day immediately following Poster Presentations.

This Rubric is ONLY submitted by 2nd-year DPT Students attending the poster sessions. Students presenting posters (graduating students) DO NOT submit this rubric anywhere.