

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

**PT 6304      Evidence Based Practice in Physical Therapy      Fall 2018**

**COURSE SYLLABUS**

**Credit Hours:**            3

**Contact Hours:**        45 hours (including indep study due to TPTA and Holiday)

**Schedule:**                Thursdays, 1-4PM, Campbell 113

**Instructor:**            Loretta Dillon, PT, DPT  
[ldillon@utep.edu](mailto:ldillon@utep.edu)  
office: 747-8215, home: 757-9441, cell: 309-6394  
Office Hours (Rm 312): Thursdays 10:30am-12:30pm  
or by appointment

**Course Description:** Concepts developed in Research Methods, with a focus on incorporating scientific evidence into physical therapy practice are continued. The student is exposed to the discipline of retrieving, evaluating, and incorporating the findings of scientific literature in the conduct of clinical practice. Students will focus on the critical evaluation of new information from research findings and integration of the best research evidence into clinical practice.

**Course Objectives:** Upon completion of this course, the student will be able to: (7B)

1. Apply the principles of evidence-based practice and evidence-informed practice to paper patient cases.
2. Demonstrate effective search strategies and appraisal of retrieved articles to create a CAT.
3. Demonstrate proficiency in selecting and searching relevant electronic resources.
4. Apply evidence-based practice studies (diagnostic, prognostic, intervention, outcomes and clinical prediction rules) to patient and practice management.
5. Evaluate outcome measurement tools for reliability and validity.
6. Describe and explain the hierarchy of evidence for evidence-based practice.
7. Review research design and application for evidence-based practice.
8. Retrieve and critically evaluate studies from rehabilitation research literature including diagnosis, prognosis, and intervention studies and systematic reviews.
9. Critically evaluate the reliability, validity, clinical relevance, accuracy, and timeliness of any electronic published materials. (7D11)
10. Create an evidence table that answers a clinical question related to either the Neuromuscular or Musculoskeletal System.
11. Understand the use of health informatics in the health care environment. (7D40)
12. Demonstrate an awareness of legal and social issues involved with the use of information such as copyright infringement, plagiarism, censorship, etc. by the ability to differentiate among various types of sources and to cite these sources accurately in AMA format.
13. Interpret parametric and non-parametric statistical tests of relationships and tests of differences in published evidence.
14. Develop a lifelong learning individual plan based on current teaching and learning concepts presented in the literature.

**Required Texts:** Jewell DV. Guide to Evidence-Based Physical Therapy Practice. Boston: Jones and Bartlett; 3rd Ed; 2014. ISBN-13: 9781284034165

**Required APTA Membership:** to access online materials available to members only including PTNow

**Methods of Instruction:** Lecture, internet search and retrieval through data base access, article appraisal, case based activities, and other active learning assignments as indicated..

**Methods of Evaluation:** Exams, individual assignments, and team assignments make up the student assessment of knowledge. Late assignments will result in grade deductions. Percentage deductions vary on the assignment and how late submitted. NO ASSIGNMENTS ACCEPTED IF MORE THAN 48 HRS LATE. It is the student's/team's responsibility to stay on top of deadlines and manage time appropriately. There are no rubrics for the CAT, article appraisals and the evidence table. As second year students, the expectation is to read the directions, ask questions for clarification, and put forth your best effort to complete the assignments. All assignments must have citations for work completed using correct AMA format. Points will be deducted if format is incorrect.

**Attendance at the Graduate Expo is required. There is no grade assigned, but a 5% course grade deduction will be applied if students do not attend. Since this is a class requirement, attendance does not count towards**

**Team assignments:**

- Critically Appraised Topic (CAT) 2.5%
- Article Appraisals 10%
- Evidence Table 2.5%

**Individual assignments:**

- Wellness Assignment 2.5%
- Lifelong Learning Assignment 2.5%

**Exams:**

- Exam 1 20%
- Exam 2 25%
- Comprehensive Final 35%

**For all assignments submitted through the dropbox, FOLLOW THESE RULES:**

1. **Name your file YOUR LAST NAME and the name of the assignment (eg. Dillon\_CAT)**
2. **Type your name(s) on the WORD document.**
3. **ALL STUDENT NAMES belong on the file and the document.**

**Consequences for not following these rules will result in a 10% grade deduction on the assignment. NO EXCEPTIONS.**

## UTEP PHYSICAL THERAPY PROGRAM GRADING SCALE

The following letter grade scale is used for the UTEP Physical Therapy Program:

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

**Course Content:** refer to topic outline

### **Course and Program Policies:**

All students must come to class with a laptop prepared to conduct various internet searches and assignments. If the student does not own a laptop, one will be provided by the ILC, but the student needs to inform the instructor 24 hours prior to class time to make arrangements for a laptop to be checked out through the ILC.

If during the class time, students are found not to be engaged in the class assignment (e.g. on Facebook, studying for another course, etc.) the student will be told to leave the class. This will result in an unexcused absence. Per the DPT Class of 2020 Handbook, "Each unexcused absence will result in a 5% decrease in the final grade for the course."

See PT Program Handbook for all policies on exams, electronic device use, dress code, attendance, and scholastic dishonesty. Your instructors encourage you to periodically review all handbook policies. **I particularly direct you to review the policies on cheating, attendance, and the disclaimer that the syllabus is subject to change.**

### **Attendance/Tardiness:**

Attendance is expected weekly. Since this course is taught once a week for 3 hours, it is technically 2 class periods. Thus, it will be impossible to miss 6.7% of the course and catch up with the content. Therefore, **no absences are allowed.** HOWEVER (with very rare exception [eg, documented serious illness or emergency] that will be considered on a case by case basis) there will be NO accommodations offered for missed class time. Specifically, there is NO opportunity to make up exams, either in advance of or after the scheduled class, or provide individual tutoring for missed content. Additionally late work caused by your absence will not be accepted and this could affect your team.

If you miss a class for any reason, it will be considered unexcused unless it is due to documented illness or emergency. In these cases, you should email me and then arrange a meeting with me upon your return to school to discuss why you missed class. Documentation will be required for any additional absence (eg, doctor's note documenting illness or treatment). I will notify you after our meeting and review of your documentation whether or not the absence will be considered excused or unexcused.

Missing 50% or more of a class will be considered an absence.

For each incident of an unexcused absence, 5% will be deducted from your final semester grade.

**Tardiness:**

I use the clock on the computer to determine when class should start. If you expect to arrive late (e.g. doctor's appointment), you should notify me in writing by email or call in at least 2 hours in advance. If you are consistently late for any reasons, I will contact you to meet with me to discuss the problem. Each subsequent incidence of tardiness may result in 1% deduction from your final semester grade.

**Student Disclosures of Sexual Misconduct**

UTEP fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy I will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged to contact confidential resources listed below. To make a report to the Title IX Coordinator, visit the Equal Opportunity and Title IX website: <https://www.utep.edu/titleix/>

**Confidential Resources:**

The UTEP Student Health Center– Union East Ste. 100; 915.747.5624;  
<https://www.utep.edu/chs/shc/>

The UTEP Counseling and Psychological Services - 202 Union West, (915) 747-5302;  
<https://www.utep.edu/student-affairs/counsel/>

For more information on your rights and available resources: <https://www.utep.edu/titleix/>

**Special Accommodations (ADA):**

“If you have or suspect a disability and need accommodations, 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](mailto:cass@utep.edu) or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

**COURSE ASSIGNMENTS AND EVALUATION OF LEARNING**

Three assignments in this course are team-based assignments of 4-5 students. Two assignments are individual. Effective communication is key to a well-functioning team. Discuss and agree upon expectations for all members including meeting dates and times and division of roles when applicable.

It is my expectation that ALL students are able to work with each team member in a respectful and professional manner. I also expect that each student reads and critically appraises the articles BEFORE meeting together as a team to discuss findings and complete the final submission.

It is every individual's responsibility to work as a team. If expectations are not met, then the team is not effective. The entire team has the right to dismiss a team member for not meeting expectations, but there are consequences to the team as a whole. If a team member is found to be disruptive to the process, the individual can be dismissed for the one assignment and will earn a 0 for that assignment. However, the other members of the team will lose 10% of the team grade for not being able to resolve the issues. If a team member is determined to not meet expectations for 2 assignments, then the student will lose a letter grade equivalent at the end of the course. It is in everyone's best interest to work together effectively and efficiently.

## **TEAM ASSIGNMENTS**

### **Article Appraisals: (10%)**

Articles will be assigned and posted on Blackboard with the appraisal worksheet. Appraisals will be completed on diagnostic, prognostic, and intervention studies and 1 systematic review. See Blackboard for further detail.

### **Evidence Table (2.5%)**

Students in assigned teams will create an evidence table selecting one of 2 questions to perform a review of intervention literature. Expected outcomes: students will retrieve and report on relevant research to answer the stated research question. Students will complete the table in their own words, free of grammatical/spelling errors, cite references in AMA format, and interpret each of the studies accurately to complete the table. A minimum of 3 references are required to answer the question and form the clinical decision. See Blackboard for the questions and patient case.

### **CAT Assignment (2.5%)**

The critically appraised topic will be based on a Neuromuscular or Musculoskeletal PICO question that we will write in the first week. There is a sample CAT to view on BB and a detailed article on how to write a CAT. Teams must find a minimum of 2 high quality sources to cite to answer the question. This is a long term assignment that will be due in the 12<sup>th</sup> week.

Upload the CAT along with the articles that are included in the appraisal by the due date.

<b>Team 1</b>	<b>Team 2</b>	<b>Team 3</b>	<b>Team 4</b>
Andres Martinez Evelyn Villarreal Joshua Torres Marlene Gomez	Kalynn McKee Leticia de Jesus Marco Suriano Emilia Gallegos	Klarissa Sosa Christian Ibe Cole Calder Nathan Wagner	Mark Agholor Cynthia Montenegro Mayra Flores Ashley Gomez

<b>Team 5</b>	<b>Team 6</b>	<b>Team 7</b>	<b>Team 8</b>
Aaron Pierce Liliana Gonzalez Jon Tye Alexandria Molinar	Nathan Garrido Janette Rivera Jesus Medrano Haley Bruns	Robert Buentello Marisol Sanchez Delfina Vasquez James Laclede	Michael Durling Madison Green Jorge Sanchez Tarango Andrea Baralt

## **INDIVIDUAL ASSIGNMENTS**

### **Wellness Assignment (2.5%)**

This is an individual assignment to research physical therapy's role in health and wellness. The assignment is to create a 2-3 page essay including, but not limited to:

1. Background information on health and wellness interventions
2. PT's role in assessing health and wellness or fitness in a clinical patient.
3. Prescribing aerobic exercise as part of a patient's fitness program.
4. How you will incorporate health and wellness in your examination and interventions as part of your clinical practice.

Students who completed the wellness assignment in PT 6302 will earn 50% extra credit on this assignment. Total percentage of the course grade possible is 3.75%. There is no rubric for this assignment. Follow the writing expectations in your DPT Program handbook.

### **Lifelong Learning Assignment (2.5%)**

The purpose of this assignment is to embrace self-regulated learning concepts and develop a lifelong learning philosophy. Throughout the semester, students must keep a diary of examples of their self-regulated learning in the didactic curriculum. Students must attend the Graduate Expo on November 8 and answer the reflection questions following the Expo. The diary and reflection questions are due Nov 29.

**Tentative Schedule with Topic/Assignment Outline:**

**BRING LAPTOP or NOTEBOOK for electronic access for most every class period.**

Week	Date/Time	Topic/Assignments/Quizzes	Reading	Course objectives
1	Aug 30 1:00-4:00	<p><b>Pre-test over Research Methods and EBP baseline knowledge, - the grade will be used as extra credit at the end of the course only if the score is 85 or above. Pre-test will be taken on your own device in class.</b></p> <p>Read all articles on BB and be ready to discuss key concepts.</p> <p>Review background and foreground questions.</p> <p>Review Elements of Evidence</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Research questions/hypotheses</li> <li>2. Quantitative vs qualitative design</li> <li>3. Primary vs secondary analyses</li> <li>4. Research design for diagnostic, prognostic, intervention, CPR, and outcomes</li> <li>5. Research subjects/participants</li> <li>6. Variables, reliability, validity</li> </ol>	<p>Review key terms Ch 1-8</p> <p>Articles on BB</p> <p>CEBM.net</p>	1, 6, 7
2	Sep 6 1:00-4:00	<p>AMA format review, Search process, legitimate sources, academic integrity</p> <p>Evaluate various articles in class and search for evaluation tools.</p> <p>Search, retrieval, and application to patient cases.</p> <p>Select Evidence Table question</p>	<p>Articles on BB</p> <p>Pt cases to be provided in class</p>	1, 3, 10, 12

		Review CAT documents to create question		
3	Sep 13 1:00-4:00	Unraveling Statistical Mysteries  Paper patient application  Work on Evidence Table	Ch 9-10 (ppts on BB)  Articles on BB	8, 9, 13
4	Sep 20 Time varies- Class held at TT	<b>Evidence Table due 1:00 pm, hardcopy in class and electronic copy on BBL</b>  Review of week 3  Statistical analyses in Intervention research studies  IPE opportunity with Texas Tech Medical Students	Ch 9-10, 13 (ppts on BB)  Articles on BB	4, 8, 10, 13
5	Sep 27 1:00-4:00	Appraising the evidence- Interventions Statistical analyses in Intervention studies, NNT, NNH work on Intervention worksheet	Ch 13	4, 8, 13
6	Oct 4 1:00-4:00	<b>Exam 1 over all of material in weeks 1-4 (1 hour exam on paper)</b>  <b>Appraisal 1 due 1:00 PM (Intervention) hardcopy in class and electronic copy on BBL</b>  Appraising the evidence- Diagnosis Search and retrieval and appraisal of diagnostic articles Begin work on diagnostic worksheet in assigned teams.	Ch 11  (ppts on BB) Articles on BB	4, 8, 13
7	Oct 11 1:00-4:00	Appraising the evidence- Prognostic Factors Statistical analyses in Prognostic studies Search and retrieval and appraisal of prognostic articles Begin work on prognostic worksheet in assigned teams	Ch 12 (ppts on BB) Articles on BB	4, 8, 13



8	Oct 17 11am-1pm	Biomedical Informatics Guest Speaker: Dr Kim Smith, UT School of Bioinformatics	Articles on BB	11, 14
	Oct 18 3:00-4:00	<b>Appraisal 2 due 1:00 PM (Diagnostic) and electronic copy on BBL hardcopy in class</b> Diagnostic, Prognostic, and Intervention studies-review statistical concepts	Articles on BB Ch 11-13 (ppts on BB)	4, 8, 13
9	Oct 25 1:00-4:00	<b>CAT due 1:00 PM electronic copy only on BBL</b>  Independent Study for next exam or next appraisal		2
10	Nov 1 1:00-4:00	<b>Exam 2 over all material weeks 1-9, 90 minute hard copy exam</b>  <b>Appraisal 3 due 1:00 PM (Prognostic) hardcopy in class and electronic copy on BBL</b>  Systematic Reviews Meta-Analysis	Articles on BB Ch 17 (ppts on BB)	1,4,6-9,12,13
11	Nov 8 1:00-4:00	<b>Wellness Assignment due 1:00 PM electronic copy on BBL</b>  Graduate Expo attendance		8
12	Nov 15 1:00-4:00	<b>Appraisal 4 due 1:00 PM (SR) hardcopy in class and electronic copy on BBL</b> Clinical Prediction Rules and Outcomes Research, Clinical practice Guidelines IOM Core Competencies, APTA Registry	Ch 14-16	5
13	Nov 22	THANKSGIVING HOLIDAY		

14	Nov 29 1:00-4:00	<b>Lifelong Learning Assignment due 1:00 PM hardcopy in class and electronic copy on BBL</b> Review concepts from weeks 10 and 12		
15	Dec 6 1:00-4:00	Putting it altogether –cases and review of all assignments Feedback and wrap-up Review for final exam Expectations for full time clinical rotations with regard to EBP and for Capstone manuscripts	Ch 18-19	ALL
16	<b>Dec XX</b>	<b>Comprehensive FINAL exam ILC</b>		