

## College of Public Health and Health Professions

**Course Title:** Evidence Based Practice III

**Course Number:** PHT 6609

**Course Website:** Hosted on Sakai at <https://lss.at.ufl.edu/>

**Course Semester and Year:** 2014 Spring Semester (Year 3 in DPT Program)

**Course Prerequisites:** Course participation is limited to the entry-level DPT students who have successfully completed PHT 6605 (Evidence Based Practice I) and PHT 6608 (Evidence Based Practice II).

**Department:** Department of Physical Therapy, University of Florida

**Credit Hours:** 2

**Course Location:** HPNP 1104 and 1109 (see schedule for details)

**Course Dates and Times:** Tuesday (9:35AM – 11:30AM and 12:50PM – 4:55PM) and Wed (1:55PM – 3:50PM if needed)

**Course Instructor:** Steven Z. George PT, PhD

**Course Instructor Office:** HPNP, Room 1136

**Course Instructor Email Address:** [sgeorge@php.ufl.edu](mailto:sgeorge@php.ufl.edu)

**Course Instructor Phone Number:** (352) 273-6432

**Course Instructor Office Hours:** By appointment

**Course Instructor:** Steven Z. George PT, PhD

### **Course Description**

This course concludes the evidence based practice sequence at the University of Florida. PHT 6600 is designed to expand on skills acquired in PHT 6605 and 6608 by providing students the opportunity to scientifically describe a professional experience from their clinical affiliations. As assigned in PHT 6608, data collection for completing projects for PHT 6609 should be initiated during preceding Clinical Education classes. The completion of this prerequisite work should have followed the guidelines that were issued in PHT 6608 and are included as an appendix to this syllabus.

*Students not completing the necessary prerequisite work (i.e. clinical data collection) are required to contact the course coordinator the first day of class to discuss alternate arrangements.*

The overall goal of PHT 6609 is twofold. The first goal is to provide students with a practical example of self-assessment and reflection on clinical performance. The second goal is to provide students with experience that will make them more comfortable contributing to the professional literature as practicing clinicians. In the lecture and discussion sessions the instructor will cover logistics of writing a case, the peer review process, and determining individual change (which also includes a lab session). The primary emphasis of the class is the completion of a written case report and scientific poster with assistance from a writing mentor. The written report will be a scientific manuscript that conforms to the standards for submissions consistent with the profession's primary peer reviewed journal (*Physical Therapy*). Students will be assessed by their mentor for timeliness of completion and quality of the final version of the manuscript. The poster will be a visual presentation of data that conforms to the standards of a poster presentation at the American Physical Therapy Association's Combined Section Meetings. Students will be required to attend the poster presentation and competently present his/her poster to faculty and professional guests. The quality of the poster will be determined by peer assessment.

### **Course Objectives**

By the end of this course, students will demonstrate competence in

1. Identifying key components of a scientific manuscript.
2. Determining whether observed individual change was meaningful.

3. Identifying the role that the peer review process plays within the physical therapy profession.
4. Participating in a mock peer review of a case report.
5. Understanding pertinent issues when reviewing a case report for consideration of publication.
6. Describing how “practice based evidence” is a compliment to evidence based practice.
7. Preparing a written manuscript conforming to the appropriate format for *Physical Therapy*.
8. Reflecting on their own and/or their clinical instructor’s practice within the written manuscript.
9. Presenting a poster conforming to acceptable format at the Combined Sections Meeting.
10. Participating in peer assessment of poster presentations.
11. Showing professionalism and comfort when describing poster to peers and faculty members
12. Confidently answering questions from peers and faculty members regarding their poster presentation

### **Teaching Methods and Learning Experiences**

This class provides students practical experience in preparing a scientific manuscript and poster, as well as exposure to the peer review process. The teaching methods include guided readings, lectures followed by group discussion, and focused laboratory experiences. There will also be direct interaction with a writing mentor from a specific content area that will assist students as they prepare a scientific manuscript and poster.

### **Reference Text (OPTIONAL)**

Writing Case Reports. Edited by I. McEwen, APTA Publication (1<sup>st</sup> or 3<sup>rd</sup> editions)

### **Poster Printing**

In years past we have had good success printing posters from Powerpoint slides and having them printed at the architecture laboratory on their plot printers. The advantage of printing there is that it is open 24 hours a day and the cost is only \$15.00. There will be a poster printing workshop as part of this class, which will help you with this process.

Link to architecture laboratory: <https://labs.at.ufl.edu/ARCH.php>

UF Logo: You are required to use the official UF logo on your poster. You can either use the university one or the PHHP one (my preference). The links are below.

<http://identity.ul.edu/signatureSystem/>

<http://it.phhp.ufl.edu/help/misc/logos/>

### **Course Schedule**

Students should use their free time during the semester to correspond with mentors, revise and format written manuscript, and prepare poster preparation. This is not a class to wait until the last minute!

The group assignments for EBP III are listed below:

Group #1 – Anderson, Coggin, Herder, Link, Norman, Rohde, Swanson, Van Rees, Bergh, Downer, Hixon, Litz, Park, Rufo,

Group #2 – Tisdale, Bohne, Froiseth, Holt, Parker, Tokics, Wharton, Bouwkamp, Garay, Huempfer, Marcoux, Patel, Seamon, Trevino

Group #3 – Wickham, Bozich, Gibbs, James, Mathai, Perez, Smith, Triacca, Wyatt, Carter, Hannibal, Khirtbat, Mehta

Group #4 – Ramirez, Sterba, Turner, Yarbough, Caton, Hardin, Leon, Murphy, Rogozinski, Stewart, Tushe, Yarchin

### **Week One**

March 12<sup>th</sup> (Tuesday in PT1104: 9:35AM – 11:30AM and 12:50PM – 2:45PM)

*Re-orientation session, Review syllabus, Mentor check, Introductory lecture*

*Peer review lecture, Discussion and questions regarding strategies for this class*

### **Week Two**

March 19<sup>th</sup> (Tuesday in PT1104 and 1109 – 9:35AM to 11:30AM and 12:50PM to 4:55PM)

*Mock peer-review (assignment due at beginning of class)*

*Schedule:*

*10:00AM to 11:15AM: Peer Review Module for Group 1*

*12:50PM to 2:05PM: Peer Review Module for Group 2*

*2:15PM to 3:30PM: Peer Review Module for Group 3*

*3:40PM to 4:55PM: Peer Review Module for Group 4*

### **Week Three**

March 26<sup>th</sup> (Double Session Tuesday in PT1104 and PT1109 – 9:35AM to 11:30AM and 12:50PM to 4:55PM)

*Peer-review wrap up, Review previous case examples and poster templates, determining individual change module, discussion and questions regarding strategies for this class*

**March 26<sup>th</sup> - Title/Introduction/Purpose Statement Due to Mentors by email**

### **Week Four**

April 2<sup>nd</sup> (Tuesday in PT1104 and 1109 – PM only)

*Schedule:*

*9:35AM to 11:30AM – Work on papers and/or sleep in*

*1:00PM to 2:30PM Practice Based Evidence Module for Groups 1 and 2*

*2:45PM to 4:15PM Practice Based Evidence Module for Groups 3 and 4*

**April 2<sup>nd</sup> - Case Description/Intervention Due to Mentors by email**

**April 2<sup>nd</sup> - Complete Reflection Assignment and Email to Dr. George by end of day**

### **Week Five**

April 9<sup>th</sup>

*Open week to work on papers and meet with mentors.*

**April 9<sup>th</sup> - Outcome/Discussion Due to Mentors by email**

### **Week Six**

April 16<sup>th</sup> (Tuesday in PT1109 - 12:50PM to 4:55PM)

*Poster Workshop/Review:*

*This session will allow you to see drafts of other posters and provide feedback to fellow students.*

*Send poster draft to Dr. George by 8AM with your group number in the subject line of your email and file name of your file. Remove your name from the poster if you wish to be incognito during the review.*

*I suggest you wait until after this session to print your poster.*

*Schedule:*

*12:50PM to 2:35PM: Poster Workshop for Groups 1 and 3*

*2:50PM to 4:35PM: Poster Workshop for Groups 2 and 4*

**Week Seven**

*Open week to finalize papers, posters, and meet with mentors*

**April 23<sup>rd</sup> (Tuesday) - Final Papers are Due to Mentors by email before 12:50PM**

*Electronic copy of case report and poster file (with honor statement in email body) goes to Gisella Gonzalez for department tracking*

**April 25<sup>th</sup> - PT Department and HPNP Building**

*10AM – 3PM (approximate)*

*Interview attire required*

*Poster set-up and course evaluations in the morning*

*Peer assessment of posters due before poster session starts.*

*Specific schedule will be sent by Gisella Gonzalez*

**April 26<sup>th</sup> – Graduate?**

**Grading**

There are no scheduled examinations. Performance in this class will be assessed by class attendance, a written case report, presenting a poster, and participating in peer assessment. Grading is scored according to the grading policy; University of Florida, College of Health Professions, Department of Physical Therapy, Student Handbook. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

The following scale is used:

<b>Class Percentage</b>	<b>93%-100%</b>	<b>90%-92%</b>	<b>87%-89%</b>	<b>83%-86%</b>	<b>80%-82%</b>	<b>77%-79%</b>	<b>73%-76%</b>	<b>70%-72%</b>	<b>67%-69%</b>	<b>63%-66%</b>	<b>60%-62%</b>	<b>Below 60%</b>
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

**Assessment Methods**

Multiple assessment methods are used to allow students different opportunities to display application of their knowledge in this class. Attendance is assessed by sign in sheet and is an important component of the grade. An unexcused absence can result in automatic failure in the class. In this class the written case report is graded by a self-selected faculty mentor with content expertise in that area. The criteria for assessment of the written case report are standard and include timely submission of components, response to suggestions for changes, and overall quality of the completed manuscript. A standard rubric is used by each faculty for this assessment. The poster presentation is assessed. In general, the assessments for this class are designed to closely match the previously listed course objectives.

**Availability of Instructor and Mentors**

Dr. George will be available during regularly scheduled class time, or by appointment for individual meetings in person or by phone. Although will try and keep his Tuesday afternoons free for student meetings - you must schedule individual meetings in advance to guarantee time with Dr. George or your mentor.

Most correspondence for this class will be by email with your writing mentor. Students should keep in mind that mentors are volunteering their time and may not be able to immediately respond to questions/concerns. Advance planning is essential - students should not expect mentors to be able or willing to accommodate last minute emergencies. As a general guideline, students should expect a mentor response within 48-hours of the initial correspondence.

### **Attendance and Professional Behavior**

Attendance is required for all classes unless approved by the professionalism committee. Professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of this by incorporating the development and evaluation of professional behavior into each academic course. All students must attain developmentally appropriate levels of professionalism while in the University of Florida's Doctor of Physical Therapy Program. Professionalism will be determined by observation of behaviors in the classroom and lab. Additional feedback will be provided by peers, instructors, and teaching assistants.

*Key professionalism areas emphasized in this class: responsibility, communication, and critical thinking.*

*Lecture dress is required for all class sessions, except tests.*

### **Dress Code**

Lecture or laboratory attire as per student handbook is acceptable for this class. **Interview attire is required for poster session.**

### **Policy Related to Class Attendance**

A significant portion of the work for this class is done outside of the classroom. Each student is expected to **individually** complete the work assigned (see Academic Integrity below). Student participation in the scheduled classes is expected and is important for the success of the class. Consistent with the DPT Student Handbook attendance is required for group meetings and the poster presentation. Failure to attend these sessions could result in class failure, even with acceptable grades in other portions of the course.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

<http://www.dso.ufl.edu/studenthandbook/studentrights.php>

<http://gradschool.ufl.edu/students/introduction.html>

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

In this professional program we are particularly sensitive to students submitting independent work. All students are required to abide by the academic integrity guidelines and the following pledge has been accepted by the University and is expected of all students,

*I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University.*

On all work submitted for credit by UF students, the following pledge is required or implied:

*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

In this class all students submitting a project or test are indicating they have neither given nor received unauthorized aid even if this statement is not included and signed.

### **Make-up Work**

I expect you to attend and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

**Do not wait until you reach a crisis to come in and talk with us.** We have helped many students through stressful situations impacting their academic performance.

## Evidence Based Practice III (PHT 6609)

### Mock Peer Review Assignment

Provide your review of the provided case report manuscript (Appendix 6) in the space below (limit to one page). Clearly indicate whether you think the manuscript should be **accepted as is**, **accepted with modification**, **reject with chance of reconsideration**, or **rejected without reconsideration**. Make sure you back up your decision with 3 – 5 examples and use line and page numbers to indicate area of manuscript. Hand in hard copy of review to Dr. George on due date. In class, be prepared to discuss specifics of this article (it is suggested you bring a copy of the article), the review process, and your thoughts on peer-review in general.

## **Evidence Based Practice III (PHT 6609)**

### **Rehabilitation Research Seminar Assignment**

This is an open-ended assignment that entails synthesis of a seminar presentation with your clinical experience. I essentially want you to react, reflect, or respond to an attended seminar in some shape or form.

<http://pt.phhp.ufl.edu/symposium.html>

[http://pt.phhp.ufl.edu/rehab\\_research.html](http://pt.phhp.ufl.edu/rehab_research.html)

Please limit your reaction, reflection, or response to 1 page and email to Dr. George for review by end of business on April 2<sup>nd</sup>, 2013.

For those that need a starting point, here are some questions to consider, but it is not required (or even recommended) to include answers to these questions in your reaction, reflection, or response.

1. Consider how this presentation is related to evidence-based practice.
2. How did this presentation match your clinical experiences (so far)?
  - a. What did?
  - b. What didn't?
3. This presentation was relevant to my planned clinical practice.
  - a. True – with supporting explanation
  - b. False – with supporting explanation
4. The most interesting/challenging/irrelevant/whatever part of the presentation was...
5. What was the main premise the presentation? What part of the premise did you agree with or disagree with most?
6. How did this presentation impact the way you practice?



**Mentor Grading Sheet for Written Project for Evidence Based Practice III (PHT 6609)**

***Individual Submissions to Mentors (15 points each)***

**Title/Introduction by March 29** \_\_\_\_\_  
**Description/Intervention by April 5** \_\_\_\_\_  
**Outcomes/Discussion by April 12** \_\_\_\_\_

***Quality of Final Manuscript (55 Points total)***

**Format**

***Goal – proper grammar, punctuation, adheres to page limitation (15 double spaced text) and standards of Physical Therapy for subheadings, tables, figures, and references***

**Title**

***Goal – descriptive and appropriate***

**Introduction**

***Goal – “makes a case for their case” with focused literature review that includes primary sources, appropriate and descriptive purpose statement***

**Case Description**

***Goal – “adequate description” of tests and measures (address reliability and validity, as appropriate), rationale provided for examination and evaluation findings to PT diagnosis and prognosis***

**Intervention**

***Goal – “replication” of procedures is possible, rationale for treatment and treatment modification***

**Outcomes**

***Goal – “patient status” described before, during, and after treatment, includes impairment and functional limitation/disability measures, and considers meaningfulness of change (standard error or clinical importance metric)***

**Discussion**

***Goal – “reflect on case” by considering clinical practice with available evidence and 1 specific research question from this case (include practice area, population, study design, etc.)***

Points for quality \_\_\_\_\_

**Student Name** \_\_\_\_\_

**Total points** \_\_\_\_\_

## Making a Poster via PowerPoint

1. This is simply one slide in a power point presentation
2. Page Set-up should be 36 inches in height (that way it will fit most printers) and a length appropriate to your needs. I suggest between 50 and 56 inches. You can find this under File >Page Set-up options.
3. Navigate using the drop down tab for % view (Fit shows the whole poster). Tying is easier in a larger view.
4. Insert text boxes to add your words (see Template)
5. KEY: you should be able to read this from 5-8 feet back. Set it to 100% and stand back from your computer to see if font is large enough. I

suggest font at least **46 size** font.

6. Arial is best to use. Times is harder to read
7. **Bold key point** in different colors
8. Move text boxes to appropriate places. DO NOT USE EXACT TEMPLATE....change it to fit your needs....be creative.
9. The key to a good poster is that it is clear, concise and easy to follow. Do NOT copy your paper into the poster!!!
10. Use pictures, graphs, and charts to improve clarity.
11. Use a **dark background and light font** OR a **light background and dark font**.

**Evidence Based Practice III (PHT 6609)**  
**Peer Assessment of Posters Assignment**

Poster Number \_\_\_\_\_

**Please use the 0 – 100 that is provided to rate the selected poster on each of the following criteria.**

**0 – strongly disagree** ←————→ **100 – strongly agree**

1. This poster presented background and summary information that helped me to quickly understand issues that were pertinent to this case.

\_\_\_\_\_

2. This poster’s visual displays (i.e. pictures, tables, charts, or figures) enhanced my understanding of this case’s outcome.

\_\_\_\_\_

3. This poster presented information that aided my clinical practice or could potentially aid the clinical practice of other physical therapy students.

\_\_\_\_\_

4. The information on this poster could be read from 5 – 8 feet away (assuming corrected vision).

\_\_\_\_\_

5. This poster suggested future research direction that was specific, meaningful, and appropriate.

\_\_\_\_\_

Total points (500 maximum) \_\_\_\_\_