EVIDENCE BASED PRACTICE 3  
Department of Physical Therapy  
College of Public Health and Health Professions  
University of Florida  
Course Number: PHT 6609  
Course Semester and Year: 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).

Credit Hours: 2

Course Dates and Times: As noted in schedule

Course Instructors: Mark D Bishop PT, PhD and Meryl J Alappattu, DPT, PhD

Course Instructor Email Address: bish@ufl.edu; meryl@ufl.edu

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. 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 with an emphasis on quality improvement. 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 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 Physical Therapy Journal. 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 be able to:
1. Determine whether an observed individual change in outcome was meaningful.
2. Compare overall effectiveness and value of interventions for patients within selected diagnostic groups to benchmarks within and external to (ie APTA outcomes).
3. Identify the role of peer review in progressing patient management by physical therapists.
4. Provide constructive feedback about evidence for practice.
5. Reflect on their own and/or their clinical instructor’s practice within the written manuscript.
6. Prepare evidence for practice for dissemination (written manuscript conforming to the appropriate format)

Instructional 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.

**Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Reference Text (OPTIONAL): Writing Case Reports. Edited by I. McEwen, APTA Publication (1st or 3rd 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 ~$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 Identity: You are required to use the department’s official UF Identity on your poster.

Grading: There are no scheduled examinations. Performance in this class will be assessed by class attendance, completion of exit interview, a written case report, presenting a poster, and participating in peer assessment assignments. 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

**Grade calculation:**

Completion of peer review assignments: 35%

In this course you will perform review of your colleagues' work. This consists of two reviews of a colleague's paper. Timeliness is essential for these reviews and this timeliness forms part of your grade for peer review (5 points for each review); that is, you complete an effective review and turn the assignments in on time. The remainder of your grade for this section is based on the thoroughness of each review. We will cover the 'how to' part didactically.

Quality of final written report: 50%

This grade is predominantly driven by the evaluation of your faculty mentor at the final submission. The assignments are designed (and timed) to get you through the process of completing the paper.
Once again, timeliness is essential to complete the paper on time for graduation. Responsiveness to the review and the final product all feature in the final grade determination.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Communication Guidelines
Email is the preferred method of communication with faculty. Please follow the guidelines provided in the student handbook. Questions about course material to the discussion boards.

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Guests Attending Class:
Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of
SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office [http://www.dso.ufl.edu](http://www.dso.ufl.edu) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: [http://www.counseling.ufl.edu](http://www.counseling.ufl.edu). On line and in person assistance is available.
- You Matter We Care website: [http://www.umatter.ufl.edu/](http://www.umatter.ufl.edu/). If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: [https://shcc.ufl.edu/](https://shcc.ufl.edu/)
- 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](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. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace
The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu