

## PHT 6609 EVIDENCE BASED PRACTICE 3

Spring Semester (Year 3 in DPT Program)

Credit Hours: 2

Course Dates and Times: As noted in schedule

Course Instructors: Mark D Bishop PT, PhD

[bish@ufl.edu](mailto:bish@ufl.edu)

Meryl J Alappattu, DPT, PhD

[meryl@ufl.edu](mailto:meryl@ufl.edu)

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).

### Course Description

This course concludes the evidence based practice sequence at the University of Florida. PHT 6609 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. 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 goals of PHT 6609 are twofold.

The first goal is to provide you with a practical example of self assessment and reflection on clinical performance with an emphasis on quality improvement. Coursework will cover current definitions of value, efficiency, and quality improvement related to best practices by physical therapists. You will collect clinical outcomes from a variety of settings to be able to reflect on performance and areas of strengths and weakness in your clinical practice.

The second goal is to provide you with experience that will make them more comfortable contributing to the professional body of knowledge as practicing clinicians. We will cover logistics of writing, the peer review process, determining individual change, and designing and performing a poster presentation consistent with professional conference presentations.

### Relationship to Program Outcomes

This course related to the following program outcomes:

Student goal 1: To prepare students to become practitioners of collaborative, interdisciplinary, evidence-based practice and meet the dynamic needs of physical therapy healthcare consumers

Graduate goal 2: Graduates will be independent and adaptable problem-solvers who use clinical reasoning principles to solve complex problems

Graduate goal 4: Graduates will deliver high-value care in a dynamic health system

Graduate goal 5: Graduates will be information seeking and life-long learners

### Course Objectives

By the end of this course, students will be able to:

1. Determine whether an observed change in outcome for an individual patient was meaningful.
2. Compare over all effectiveness (and value) of interventions for patients within selected diagnostic groups to benchmarks within the UFDPT program.
3. Identify the role of peer review in progressing patient management by physical therapists.
4. Reflect on their own and/or their clinical instructor's practice within the written manuscript.
5. Design a quality improvement project (t the individual or clinic level)

6. Provide peer review of written information and poster presentations

**Planned Schedule:**

Week begins		Presentations	Activities and due dates
8-Jan	A	Intro and timeline	All outcomes from CE3,4,5 submitted to Canvas EBP Project page <b>due SUNDAY 1/19 11:59pm</b>
15-Jan			
22-Jan	A	QI/Outcomes	
29-Jan	A	Measuring change	
5-Feb	A	Peer review	
12-Feb	A	Writing an abstract	
19-Feb	A	Preparing a poster presentation	
26-Feb			
4-Mar	SPRING BREAK		
11-Mar	S: 3/11 10-12	Check in, timeline questions Program outcomes survey National outcomes survey	1 <sup>st</sup> draft of paper due Friday 3/15 11:59pm
18-Mar			1 <sup>st</sup> peer review due Friday 3/22 11:59pm
25-Mar			2 <sup>nd</sup> draft of paper due Friday 2/29 11:59pm
1-Apr			1 <sup>st</sup> draft of poster due Friday 4/5 11:59pm
			2 <sup>nd</sup> peer review of paper due 4/5 Friday 11:59pm
8-Apr			Peer review of poster due Friday 4/12 11:59pm
			3 <sup>rd</sup> draft of paper due Friday 4/12 11:59pm
15-Apr	A	How to embed your poster in Canvas	Final poster and presentation posted by <b>WEDNESDAY 4/17 11:59pm</b> (early posting OK too)
			POSTER DISCUSSIONS BEGIN THURSDAY 4/18
22-Apr		Faculty comments returned Wednesday 4/24 11:59pm	Peer discussion ends 4/26
29-Apr		Final papers due MONDAY 4/29	Convocation 5/1/23 <b>Graduation 5/2/23</b>

A – asynchronous presentation; S – synchronous presentation

**Grade calculation:**

There are no scheduled examinations. Performance in this class will be assessed by class completion, completion of program evaluation and benchmarking activities, a written paper, presenting a poster, and participation in peer assessment assignments and discussion activities.

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>

Program evaluation and benchmarking surveys: 5%

Outcomes data for benchmarking of the program as well as an evaluation of program effectiveness will be assessed through surveys linked to the Canvas webpage assignment.

Estimate time: 20-30mins

#### Timeliness/deadlines: 15%

Successful completion of our work in the course depends on everyone meeting the deadlines for assignment submission. Missing an assignment submission means that one of your classmates will not have anything to review and then you would not have anything to revise.

#### Completion of peer review assignments: 20%

In this course you will perform review of your colleagues' work. This consists of two reviews of a paper and review of the first draft poster and presentation submissions submitted by two of your colleagues. Timeliness is essential for these reviews and this timeliness forms part of your grade for peer 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 and the details of performing peer-review didactically.

- Review of papers: 10%
- Review of posters: 10%

#### Final paper: 30%

This grade is predominantly driven by the evaluation of 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. Please see the specific rubric for more guidance.

#### Final Poster: 20%

The final poster assessment will include points for both poster quality (10), as well as your presentation of the poster (5), and scores from reviews by peers (5).

#### Discussion boards: 10%

You are expected to be an active participant in the poster/presentation discussions. You have at least a full week to participate, so there should be no reason for you to not be able to do so. Please think of these posts not as busy work, but as an opportunity to explore and build on the topics, experiences, and presentations, thereby learning in the process. Participation is a matter of not only quantity of posts (having a presence), but also quality of posts.

What constitutes high quality participation in an online discussion?

- Substantive in content.
  - While it's nice give brief feedback like "thanks" and "good idea" to your classmates and such messages are not discouraged, they do not count toward your graded contributions. However, you're not expected to write an essay. You're just expected to back up your examples and opinions with sufficient evidence that your reader will believe in what you say.
- Responsive either to the presentation specifically, to a question for the presenter, or to someone's reply.
- Extend the conversation in meaningful ways. Don't just repeat what others have said, but make a new point or ask an insightful/new question.

Treat each other with respect is expected at all times.

And to answer the ever popular “But how many?” question, you should have at least 5 posts meeting the above criteria.

## **STUDENT EXPECTATIONS, PROFESSIONAL BEHAVIOR, AND OPPORTUNITIES FOR INPUT**

### **Communication Guidelines**

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

Students will communicate with peers and instructors in a manner that demonstrates respect for others. This will be important during the provision of peer review. Specific examples of this communication will be provided.

### **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 Students policy in its entirety. Link to full policy: <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

## **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> 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>. On line and in person assistance is available.
- You Matter We Care website: <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/>
- 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. 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](http://www.multicultural.ufl.edu)