

PHT 6609 EVIDENCE BASED PRACTICE 3
Spring Semester (Year 3 in DPT Program)

Credit Hours: 2

Course Instructors: Mark D Bishop PT, PhD
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Clock hours: Monday, March 10, 1000-1200

Office hours: over Zoom, by appointment, Monday 1000-1200

Preferred communication: e-Learning discussion boards; email

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. PHT6609 is designed to expand on skills acquired in PHT6605 and PHT6608 by providing students the opportunity to scientifically describe a professional experience from their clinical affiliations. As assigned in PHT6608, data collection for completing projects for PHT6609 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.

Course Outline

The overall goals of PHT6609 are twofold.

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

The second goal is to provide you with experience that will make you more comfortable supporting and contributing to the professional body of knowledge for clinical practice. 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, you will be able to:	CAPTE Criteria*	Curriculum Threads
1. Determine whether an observed change in outcome for an individual patient was meaningful.	7C1	Clinical Reasoning
2. Determine overall effectiveness (and value) of your physical therapist interventions for patients within selected diagnostic groups compared to patient benchmarks calculated for the UFDPT program.	7C1, 7D2, 7D12	Becoming a professional Clinical reasoning Evolving practice
3. Evaluate the impact of social determinants of health on health outcomes attained by physical therapists within each level of clinical setting complexity	7C3	Clinical Reasoning IDEA/JEDI
4. Reflect on your own and/or your clinical instructor's practice within the written manuscript, including inter-professional collaboration	7C3, 7D2, 7D7, 7D8, 7D11, 7D12	Becoming a professional Clinical reasoning Evolving practice
5. Design a quality improvement project (at the individual or clinic level)	7D17	Clinical reasoning Evolving practice
6. Create a poster presentation consistent with professional conference requirements	7C2	Becoming a professional
7. Provide substantive peer review of written information and poster presentations	7C2	Becoming a professional

*Commission on Accreditation in Physical Therapy Education (CAPTE) Criteria

- 7C1 Provide learning experiences in EBP, interpretation of statistical evidence, clinical reasoning, scholarly inquiry
- 7C2 Provide teaching and learning experiences to improve skills and abilities to educate and communicate.
- 7C3 Provide learning experiences that advance understanding of health care disparities in relation to physical therapy.
- 7D2 Evaluate data from the examination (history, health record, systems review, and tests and measures) to make clinical judgments.
- 7D7 Determine and supervise the components of the plan of care that may be directed to the physical therapist assistant
- 7D8 Determine and supervise activities that may be directed to unlicensed support personnel
- 7D11 Monitor and adjust the plan of care to optimize patient or client health outcomes
- 7D12 Assess patient outcomes, including the use of appropriate standardized tests and measures.
- 7D17 Participate in activities for ongoing assessment and improvement of quality services.

Proposed Schedule:

Week begins		Presentations and recommended timeline	Activities/Assignments due dates	Other activities
6-Jan	A	Intro and timeline		
13-Jan	All outcomes from CE3,4,5 submitted to Canvas EBP Project page due SUNDAY 1/19 11:59pm			
20-Jan	A	QI/Outcomes		
27-Jan				
3-Feb	A	Measuring change		
10-Feb				
17-Feb				
24-Feb				
3-Mar	SPRING BREAK			
10-Mar	S	Check in, timeline, questions, UFDPT outcomes, peer review	1 st draft of paper due Friday 3/14 11:59pm	Begin peer reviews

17-Mar			1st peer review due Friday 3/21 11:59pm	Begin revision, add comparison, reflection, future directions
24-Mar			2 nd draft of paper due Friday 3/28 11:59pm	Begin second round peer reviews
	A	Writing an abstract	2 nd peer review of paper due 4/4 Friday 11:59pm	Begin revisions Start on poster
7-Apr	A	Preparing a poster presentation	3 rd draft of paper due Friday 4/11 11:59pm	Faculty review begins
14-Apr	A	How to embed your poster	PT-GQ Exit survey	Faculty review returned. Make final revisions
21-Apr			Final poster and presentation posted by Monday 4/21 11:59pm (early posting OK too)	Poster discussions begin Tuesday 4/22 and end on Friday 4/25
28-Apr		Final papers due MONDAY 4/28	Convocation and White Coat 4/30 Graduation 5/1!!	

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, written reflection, 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.

Assignment		%	Estimated time
Program evaluation	PT-GQ	10	20 minutes
	Exit survey	10	20 minutes
Peer review	Papers (four reviews)	10	4 hours
	Posters	05	30 minutes
Paper		30	8 hours
Poster		10	2 hours
Discussion boards		10	2 hours
Deadlines		15	-

Program evaluation and benchmarking surveys

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. These include the UFDPT Exit Survey and the national Physical Therapist-Graduation Questionnaire.

Completion of peer review assignments

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
- Review of posters

Final paper

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

The final poster assessment will include points for both poster quality, as well as your presentation of the poster as assessed by reviews by peers and faculty.

Discussion boards

You are expected to be an active participant in the poster/presentation discussions made by your peers. 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 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.

So 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, these 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.
- Extends 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.

Timeliness/deadlines

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. This falls under the Professional Behavior "Effective use of time and resources"

Use of artificial intelligence in the classroom

We want you to learn how to integrate machine learning, neural networks and generative AI into your practice. Please cite all such use by naming the technology and how it was employed. Exceptions to this lie in assignments that assess your reflections, that by definition represent your thoughts and work.

When you use an AI tool, you assume full responsibility for all content, including errors and omissions. Always verify information and sources generated by AI tools. Generative AI can generate false information and to cite non-existent sources (i.e. hallucinations). Failure to cite the use of AI assistive technology when required to do so, or use of the technology disregarding specific course limitations is considered academic misconduct. Assistive technology authorized as part of an accommodation for a disability is always permitted.

It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must ensure that they are never provided with confidential information. The use of such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students and intellectual property. You are also reminded that you should always review the terms and conditions of any third-party AI software you use (e.g. proof reading tools) to ensure that any data they are provided with is appropriately protected. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

How to cite AI APA style:

- In a bibliography - OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>
- In-text reference - (Open AI, 2023)
- In the body of a narrative – Open AI (2023).....

STUDENT EXPECTATIONS, PROFESSIONAL BEHAVIOR, AND OPPORTUNITIES FOR INPUT

Professional Behavior:

Mastering core areas of professional behavior is critical for a successful transition from the classroom to the clinical setting. We recognize the importance of these behaviors and have incorporated the development, as well as the evaluation, of these professional behaviors into each academic course.

Core areas of professional development and growth

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

Professional Behavior is described in the DPT Student Handbook and is exemplified by the following:

1. attendance to classes and labs,
2. timeliness,

3. attentiveness,
4. respectful and polite interaction with peers, instructors, and patients,
5. active learning as demonstrated by questions and discussion,
6. active participation in lab activities,
7. responsibility shown for maintenance, organization, and cleanliness of lab equipment and facilities,
8. leads and/or contributes to lab preparation and clean-up, as requested,
9. appropriate communication with the course instructor when absence from class is unavoidable,
10. appropriate lab and lecture attire,
11. adherence to all university policies,
12. acceptance of self-responsibility e.g., test preparation, seeking of information, seeking assistance when necessary, maintaining professional demeanor, recognizing one's own stressors, et al.,
13. and other attributes as described on Professional Behaviors and Student Responsibilities in the Student manual.

You will receive constructive feedback from instructors for the first observed minor deviation from expected "beginning level" professional behavior (see Professional Behaviors Assessment Tool). Repeated deviation from expected behavior will result in the deduction of 1-point from the total class grade and referral to your mentor and Professional Development Committee (PDC) to develop a growth plan to improve behaviors to the expected level. Major/serious deviations from expected behaviors will result in referral to the Dean of Students Office (DSO) and PDC. Major or serious deviations may result in loss of points or letter grade as determined by DSO.

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.

Please 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 in course content.

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 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.php.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."