Course Title: Critical Evaluation of the Literature
Course Number: PHTH 782
Credit Hours: 1 credit
Semester: Fall 2018

COURSE INSTRUCTOR INFORMATION
Course Director: Joy Karges, PT, EdD
Email Address: Joy.Karges@usd.edu
Phone: (605) 658-6367
Virtual Office Hours: By appointment made via email

COURSE DESCRIPTION
Graduate Catalog Description/Expanded Course Description
This course is an introductory course in critical evaluation of research literature. The student will participate in evaluation of experimental and non-experimental research methods, including qualitative and quantitative, and apply concepts studied in this class to clinical practice. The student is expected to become proficient in the interpretation of published research by demonstrating knowledge of the different methods of research design and the application of statistics.

Course Teaching Methodology/Instruction Methods
Teaching methods include lecture presentations and discussion on Desire 2 Learn (D2L) to promote active class participation. The students will be doing self-directed activities with faculty advisement. The course consists of approximately 10 lecture sessions. All sessions will be made available to you in the beginning to allow you to work at your own pace for the semester. That said, there is a general schedule with specific due dates for assignments in the syllabus. If you follow that schedule, you will have ample time to complete everything and will have a structure to follow if you desire. It will be up to you. Please see the syllabus for the detailed schedule for due dates etc.

REQUIRED TEXTS

REQUIRED ARTICLES
Design of the Week Articles


Application Article


Quantitative Written Article Critique Assignment (Only responsible for the article assigned to your Small Group)


Qualitative Written Article Critique Assignment (Only responsible for the article assigned to your Small Group)


**Supplementary Materials:**

The following is a link to the online resource guide handbook available to USD Physical Therapy (USDPT) students. You may find it helpful throughout the curriculum and in clinical practice.
[http://libguides.usd.edu/pt](http://libguides.usd.edu/pt)

The following is a link to the University Libraries Services for Distance Learners:
[https://www.usd.edu/library/for-distance-learners](https://www.usd.edu/library/for-distance-learners)

**STUDENT LEARNING OUTCOMES**
*Upon completion of this course, students will:*

<table>
<thead>
<tr>
<th>*APTA’s Preferred Curricular Model for the tDPT Program Module MODULE#</th>
<th><em>APTA Competencies of the tDPT Graduate</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate the need for evidence-based research, outcome-based research, and decision analysis in relation to the health sciences by completing qualitative and quantitative written article critiques, quizzes, and integrated review paper.</td>
<td>8, 9</td>
</tr>
<tr>
<td>2. Analyze various experimental and non-experimental research designs and integrated statistical applications by completing the qualitative and quantitative written article critiques, quizzes, and integrated review paper.</td>
<td>8, 9</td>
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<tr>
<td>3. Integrate quantitative, qualitative, and single-system research paradigms by qualitative and quantitative written article critiques, quizzes, and integrated review paper.</td>
<td>8, 9</td>
</tr>
<tr>
<td>4. Apply the concepts of internal validity, external validity, construct validity, content validity, criterion validity, and the relationships among the types of validity by completing the qualitative and quantitative written article critiques, quizzes, and integrated review paper.</td>
<td>8, 9</td>
</tr>
<tr>
<td>5. Critically evaluate published studies related to practice, research, and / or education in the health sciences by completing the qualitative and quantitative written article critiques, quizzes, and integrated review paper.</td>
<td>8, 9</td>
</tr>
<tr>
<td>6. Value the importance of being an educated consumer of literature related to the area of health sciences by completing the course.</td>
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</tbody>
</table>

*Key found below*
The identified student learning outcomes (above) are related to the following modules of the APTA’s Preferred Curricular Model for the tDPT Program and Learner (key):

Module 8: Research Methods/Design
Module 9: Evidence-Based Clinical Decision-Making

The student learning outcomes (above) are related to the following APTA Competencies of the tDPT Graduate (key):

#4 Professional Behavior
  a. Demonstrate professional behaviors that are consistent with a doctoring professional in all aspects of practice (Objective 6).
  e. Internalize responsibility and accountability as a member of the doctoring profession (Objective 6).

#5 Clinical Inquiry and Clinical Decision Making:
  e. Critically evaluate published studies related to physical therapy and demonstrate the ability to apply knowledge from these studies in a scientific manner and to appropriate populations (Objectives 1-5).
  f. Secure and critically evaluate information in a timely manner related to new and established techniques and technology, legislation, policy, and environments related to physical therapy practice (Objectives 1-5).

COURSE REQUIREMENTS:
PERFORMANCE STANDARDS
The student is referred to the USDPT Student Handbook for all academic performance expectations and professional behavior requirements.

COURSE ASSIGNMENTS:
You will be responsible for a few types of assignments throughout the course including article critiques, discussion posts, quizzes, and a final exam.

ASSIGNMENTS
1. Class Participation
   To meet one of the requirements for class participation, you will be required to post several times throughout the semester. You will have 1 introductory post, 3 “Application Article” posts, and 5 “Design of the Week” posts (8 original posts).
   • You will be expected to develop your own introductory post.
   • You will be expected to answer a set list of questions for the 3 “Application Article” posts and the 5 “Design of the Week” posts. In addition, you will be expected to respond to a minimum of 2 posts from classmates for each of the “Application Article” and “Design of the Week” posts.
   Please see the evaluative items outline and course schedule for additional details.

2. Academic Integrity Assignment
   VAIL (Virtual Academic Integrity Laboratory) Tutor
   • The completion of Vail Tutor is required with a minimum score of 90% to successfully complete this course.
   • The tutor is available at http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/interactive.html
   • The tutor consists of 4 modules:
Module 1: Understanding Academic Integrity, Plagiarism, and Cheating
Module 2: Understanding How to Avoid Plagiarism: Tips and Strategies
Module 3: Documentation Styles: When and How to Use them
Module 4: Plagiarism Policies

- There is a quiz at the end of the tutorial that covers all four modules. After completing and scoring the quiz, your Report of Successful Completion will be available to you. You may retake the quiz as often as needed to achieve the required score. Once you have received the required score, you will need to copy or print and scan your Report of Successful Completion and save. You will then submit the saved Report of Successful Completion to the drop box for this assignment. This assignment is due Sunday September 9, 2018 at 11:59 PM.

3. Content Quizzes
There will be four (4) content quizzes throughout the semester. Quizzes may cover any information covered in class up to that point. Quizzes will be given electronically and will be available to you upon completion of each topic sections presented. You must score 80.00% or greater on each quiz and will have the chance to repeat until a minimum score of 80.00% is achieved. It is expected that you will complete the quizzes independently; however, use of written resources such as course notes and textbooks will be permitted.

4. Written Article Critiques
Your group will be required to complete two written article critiques during this course with each written article critique worth 25% of the course grade. One critique must be on a quantitative research article (Due Sunday October 28, 2018) and the other must be on a qualitative research article (Due Sunday December 2, 2018). You will be assigned the articles for these assignments. You will complete these assignments with your small group and receive a group grade.

Your critiques should be typewritten in a font size no less than 12, and must be double spaced. Please list your group number, the article reference, and the members of your group on a separate title page. Reference formatting must be done with the appropriate AMA formatting. Use your AMA book (or similar reference) to ensure your paper is free of grammatical errors. This assignment should be placed in two places: the dropbox on D2L which is associated with this assignment, and in discuss-uploaded for your partner to read. You will receive written feedback within 3 weeks of the due date.

Tests
5. Final Examination
You will complete a final exam at the end of this course. You will be able to use your research texts and course notes as references during this assessment; however you are not to collaborate with anyone on this exam (including preparation for the exam). This written assessment is 24% of your overall course grade and is scheduled to be completed between December 6 – December 12, 2018.

You must earn 80.00% or better on the final examination. If your score less than 80.00% on the final examination will be expected to perform a make-up written competency to ensure you have a firm understanding of the material. The original final examination score; however, will remain factored into the final grade.
Summary of Evaluative Items

<table>
<thead>
<tr>
<th>EVALUATIVE ITEM</th>
<th>DUE DATE</th>
<th>% FINAL GRADE</th>
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<tbody>
<tr>
<td><strong>CLASS PARTICIPATION</strong></td>
<td></td>
<td>18%</td>
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<tr>
<td>Week 1 – Introduction Post</td>
<td>Tuesday September 4, 2018</td>
<td>(2%)</td>
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<tr>
<td>Week 3 – Design of the Week (Survey) Initial Post</td>
<td>Sunday September 9, 2018</td>
<td>(1.5%)</td>
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<tr>
<td>Week 4 – Design of the Week (Survey) Responses</td>
<td>Sunday September 16, 2018</td>
<td>(0.5%)</td>
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<tr>
<td>Week 5 – Application Article Post 1 Responses</td>
<td>Sunday September 23, 2018</td>
<td>(0.5%)</td>
</tr>
<tr>
<td>Week 6 – Application Article Post 2 Initial Post</td>
<td>Sunday September 30, 2018</td>
<td>(1.5%)</td>
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<tr>
<td>Week 7 – Design of the Week (Systematic Review) Responses</td>
<td>Sunday October 7, 2018</td>
<td>(0.5%)</td>
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<tr>
<td>Week 8 – Application Article Post 3 Initial Post</td>
<td>Sunday October 7, 2018</td>
<td>(1.5%)</td>
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<tr>
<td>Week 9 – Design of the Week (Meta-Analysis) Responses</td>
<td>Sunday October 14, 2018</td>
<td>(0.5%)</td>
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<tr>
<td>Week 10 – Design of the Week (Reliability) Initial Post</td>
<td>Sunday October 21, 2018</td>
<td>(1.5%)</td>
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<tr>
<td>Week 11 – Design of the Week (Reliability) Responses</td>
<td>Sunday November 4, 2018</td>
<td>(0.5%)</td>
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<tr>
<td>Week 12 – Design of the Week (Qualitative) Initial Post</td>
<td>Sunday November 11, 2018</td>
<td>(1.5%)</td>
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<tr>
<td>Week 13 – Design of the Week (Qualitative) Responses</td>
<td>Sunday November 18, 2018</td>
<td>(0.5%)</td>
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<tr>
<td><strong>ACADEMIC INTEGRITY ASSIGNMENT (INDIVIDUAL GRADE)</strong></td>
<td></td>
<td>3%</td>
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<tr>
<td><strong>QUizzes</strong></td>
<td></td>
<td>8%</td>
</tr>
<tr>
<td>Quiz 1 – Weeks 1, 2 &amp; 3 Content</td>
<td>Sunday September 16, 2018</td>
<td>(2%)</td>
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<tr>
<td>Quiz 2 – Weeks 4 &amp; 5 Content</td>
<td>Sunday September 30, 2018</td>
<td>(2%)</td>
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<tr>
<td>Quiz 3 – Week 6 &amp; 7 Content</td>
<td>Sunday October 14, 2018</td>
<td>(2%)</td>
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<tr>
<td>Quiz 4 – Week 10, 11 &amp; 12 Content</td>
<td>Sunday November 18, 2018</td>
<td>(2%)</td>
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<tr>
<td><strong>QUANTITATIVE WRITTEN ARTICLE CRITIQUE (GROUP GRADE)</strong></td>
<td></td>
<td>23%</td>
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<tr>
<td><strong>QUALITATIVE WRITTEN ARTICLE CRITIQUE (GROUP GRADE)</strong></td>
<td></td>
<td>23%</td>
</tr>
<tr>
<td><strong>FINAL EXAMINATION (INDIVIDUAL GRADE)</strong></td>
<td>Wednesday December 12, 2018</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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*Late submissions will result in a 10% reduction in the assignment grade for each day the assignment is late, unless prior approval is given by the instructor.*

**Student Assessment**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>100.00-90.00 %</td>
<td>89.99-80.00 %</td>
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**COURSE REQUIREMENTS**

**Performance Standards**

The student is referred to the USDPT Student Handbook for all academic performance expectations and professional behavior requirements. Each student should complete all reading and writing assignments. Each assignment should be turned in by the due date and time. *Late submissions will result in a 10% reduction in the assignment grade for each in-session academic calendar day the assignment is late, unless prior approval is given by the instructor.*
**FEEDBACK**
Within the discussion board an area has been designated to post questions and comments about the course and/or content. Students should submit their discussion posts directly to the discussion board for discussion purposes. All individual assignments should be submitted to the instructors via the Dropbox option in D2L. Feedback will be provided via the feedback portion of the Dropbox, unless otherwise noted. The examinations will be submitted through the Quizzes Function on D2L. It is my goal to have all items graded within 2 weeks of due date. Grades for each graded item will be posted on D2L under the Grades function.

**POLICIES**

**Professional Behavior**
This syllabus serves as contract between the student and instructor but may be modified if deemed appropriate by the instructor. The student is referred to the Department of Physical Therapy Student Handbook for Physical Therapy Program expectations regarding Professional Behavior Requirements. Students, when posting questions or statements on D2L for discussion purposes, please show courtesy and professionalism to all those in the class. When discussing a patient case (i.e. using the case as an exemplar to a point you are trying to make), please maintain patient confidentiality. Finally, please submit discussions on time, type in complete sentences, utilize proper AMA formatting (when appropriate), use appropriate grammar, and follow the discussion board guidelines.

**Communication**
This is an on-line program and therefore communication with the instructors is vitally important. I will do my best to respond to emails within 24-hours on business days and within 48-hours on weekends. I have the same expectation of the students. Please send all email correspondence to: Joy.Karges@usd.edu and not through the D2L email function.

**Attendance and Make-up Policy**
The student is expected to view and complete all readings/assignments. As this is an on-line environment, you are responsible for your progress in this course. If there are any conflicts with dates and times for assignments, please contact the course instructor. The student is referred to the Department of Physical Therapy Student Handbook for further information regarding Attendance and Course of Study Preparedness.

**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact department chairperson to initiate a review of the evaluation.

**ADA Policy**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
Contact Information:
Disability Services Phone: 605-677-6389
Center for Disabilities Fax: 605-677-3172
The University of South Dakota E-mail: dservice@usd.edu
414 E. Clark Street
Vermillion, SD 57069

Inclusiveness & Diversity
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

The University of South Dakota, School of Health Sciences is committed to an environment of inclusiveness in classroom and clinical settings that honors the richness of diverse perspectives and inter-professional practice through valuing diverse traditions, heritages, and experiences.

Plagiarism and Academic Dishonesty
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty iminical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

The Program reserves the right to expel a student, based upon the severity of the academic transgression. Students are referred to the Department of Physical Therapy Student Handbook, Section 3.12, for Physical Therapy Program expectations regarding Academic Integrity. All of the rules and regulations set forth in the USD Student Handbook apply to this syllabus.

ADDITIONAL INFORMATION

When you have a question, you should contact:
- Course questions: Dr. Karges via email – Joy.Karges@usd.edu
- E-mail/ Login/Password Issues: USD Help Desk (605) 677-5028 or helpdesk@usd.edu
- D2L Issues: USD Help Desk (605) 677-5028 or helpdesk@usd.edu
- Computer Issues: USD Help Desk (605) 677-5028 or helpdesk@usd.edu
- To answer many of your questions, please review the “On-Line Orientation Guide” https://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en
- Online and Off-Campus Student Resources: https://www.usd.edu/usd-online/student-resources

Small Groups for PHTH 782 – will be assigned by Week 3 based on course registration

See separate document for Schedule.