Course Title: Evidence Based Practice in Physical Therapy  
Course Number: PHTH 784  
Credit Hours: 1 credit  
Semester: Spring 2019 (Monday, January 7, 2019 – Friday, May 4, 2019)

COURSE INSTRUCTOR INFORMATION  
Course Director: Marci Heine, PT, DPT  
Email Address: Marci.Heine@usd.edu  
Phone: (605) 261-8036  
Virtual Office Hours: By appointment made via email

COURSE DESCRIPTION  
Graduate Catalog Description/Expanded Course Description  
This course is an introductory course in evidence-based practice. Students will become proficient in database search techniques to enable them to select the best evidence to guide all aspects of clinical practice. This course is intended to enable students to utilize the best available research and integrate it with clinician expertise and client characteristics in order to improve the quality of clinical decision making.

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.

Expanded Course Description  
This course is an introductory course in evidence-based practice. This course enables students to evaluate the findings in current literature in light of current clinical practice. Students will become proficient in database search techniques, the interpretation of published research, and the determination of the quality of published research to guide clinical practice decisions.

REQUIRED TEXTS  
**NOTE: Students should already have this text as it is required for PHTH 782 Basic Research Design & Statistics
Supplementary Materials (not required):


Articles (can be found through D2L)


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
**STUDENT LEARNING OUTCOMES**

*Upon completion of this course, students will:*

<table>
<thead>
<tr>
<th></th>
<th><strong>STUDENT LEARNING OUTCOMES</strong></th>
<th><strong>APTA’s Preferred Curricular Model for the tDPT Program</strong></th>
<th><strong>APTA Competencies of the tDPT Graduate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Create a searchable clinical question (PICO). (CAPTE Standard 7D7, 7D10, 7D11)</td>
<td>9</td>
<td>5a, 5b</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct searches of relevant literature through various databases as part of the evidence based practice process for a clinical question. (CAPTE Standard 7D9)</td>
<td>9</td>
<td>5a, 5b</td>
</tr>
<tr>
<td>3.</td>
<td>Critically appraise research articles related to clinical questions as part of the evidence based practice process. (CAPTE Standard 7D9, 7D10, 7D11)</td>
<td>8</td>
<td>5a, 5b</td>
</tr>
<tr>
<td>4.</td>
<td>Integrate critically appraised research into providing evidence based practice with clinical expertise and patient’s values and circumstances. (CAPTE Standard 7D7, 7D8, 7D9, 7D10, 7D11)</td>
<td>9</td>
<td>5a, 5b</td>
</tr>
<tr>
<td>5.</td>
<td>Compose a written Critically Appraised Topic (CAT) paper and a written Evidence Based Practice project. (CAPTE Standard 7D7, 7D8, 7D9, 7D10, 7D11)</td>
<td>8</td>
<td>5a, 5b</td>
</tr>
<tr>
<td>6.</td>
<td>Value the importance of being an educated consumer of literature related to the area of health sciences through self-assessment. (CAPTE Standard 7D8, 7D10, 7D11)</td>
<td>9</td>
<td>5a, 5b</td>
</tr>
<tr>
<td>7.</td>
<td>Appraise the performance of self and others in small group activities. (CAPTE Standard 7D7)</td>
<td>8</td>
<td>4d</td>
</tr>
<tr>
<td></td>
<td>BONUS: Influence stakeholders through communication skills on use of evidence based practice with interventions related to physical therapy. (CAPTE Standard 7D7, 7D8, 7D9, 7D10, 7D11)</td>
<td>9</td>
<td>5a, 5b</td>
</tr>
</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**
   d. Participate in peer-assessment activities (Student Learning Outcome 7).

5. **Critical Inquiry and Clinical Decision Making**
   d. 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 (Student Learning Outcomes 1-6 & BONUS).
   e. 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 (Student Learning Outcomes 1-6 & BONUS).
COURSE REQUIREMENTS:

PERFORMANCE STANDARDS

The student is referred to the USDPT Student Handbook for all academic performance expectations and professional behavior requirements.

All students will have one week after the distribution of the graded test or assignment to dispute a response or grade. The dispute must be typed out and include the item number or what the student is challenging, why the student feels their response is correct, and reliable reference(s), with page numbers, supporting the response. If an error was made in the grading (i.e. instructor marked an answer wrong and it was correct per the answer key or instructor did not add up points correctly), a formal dispute is not necessary, but it must be brought to the instructor’s attention within one week of the distribution of the graded test or assignment. All disputes will be conducted in the instructor’s office outside of class time.

COURSE ASSIGNMENTS:

You will be responsible for a few types of assignments throughout the course including class participation, an article critique, quizzes, a final paper, and an optional bonus assignment.

1. Class Participation
   Class participation is a larger component of this class in order to stimulate academic and clinical discussion of research. The first requirement is to go into “Discuss” in D2L and read my post and respond (10 pts).
   
   Written article critiques (CAT – see below) will be submitted by group members no later than Sunday March 17, 2019. Students must read their group mates’ article critiques (CAT) and post a substantive comment/question response (around 100 words) pertaining to your partner’s CAT plus 3 other student’s CAT making a total of 4 responses to other’s CATs (no later than Sunday March 31, 2019; 11:59 PM). This goal is to create dialogue among peers. Each comment response will be worth 10 points x 4 comments for a total of 40 points. See grading rubric for class participation at the end of the syllabus. All responses to a peers comments must be completed by Friday April 9, 2019; 11:59 PM.
   
   Grading of discussion posts will be completed in 1 week of due dates. Netiquette expectations: Discussion board postings commenting on peer’s work must have proper grammar, spelling and punctuation. Do not respond “I agree” or “Nice job.” Do not use emoji’s or text in all caps. Please refer to online student handbook for netiquette and code of conduct.  
   
   http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en

2. Critically Appraised Topic (CAT)
   Throughout this course, you will work with another classmate as a group to develop an evidence based project. Each group member will complete one critically appraised topic, worth 50 points. The appraisal may be on a quantitative research article that can be used for the final project. Do not conduct your appraisal using a review article. You will choose the articles for this assignment based on your evidence based practice topic. You provide feedback and critique on other’s individually submitted CAT assignment. (See Class Participation assignment description above.)
   
   You will submit your appraisal via the dropbox for the course director no later than Sunday, March 17, 2019 (11:59 PM). You will also need to upload your appraisal in your discussion
section for student discussion. You will be responsible for providing feedback to each member of your discussion group. **Discussion board feedback must be posted for all group members by Sunday, March 31, 2019 (11:59 PM).** The CAT grading rubric is found at the end of this syllabus and is worth 50 points. If you do not have Microsoft Word, please save your written works as a .pdf version prior to uploading in the dropbox and discussion.

Your critiques should be typewritten in a font size no less than 12, and can be single or double spaced. **Reference formatting must be done to comply with AMA.** Please consider this scientific writing, and ensure that there are no grammatical errors. You will receive written feedback from the instructor within 3 weeks of the due date.

3. **Content Quizzes**
   There will be three (3) content quizzes given on D2L and one final quiz. Quizzes may cover any information covered in class up to that point with the final quiz covering the semester of material. Quizzes 1-3 will be 15 multiple choice and true/false questions. You are allowed 30 minutes to complete. The final quiz is 35 multiple choice questions and you will have 60 minutes to complete. Quizzes will be given electronically and will be available to the student 5:00 AM CT the Sunday morning of the week and available through the follow Sunday at 11:59 PM CT. It is expected that each student completes the quizzes independently; however, use of written resources such as course notes and textbooks will be permitted. You will have only 1 attempt per quiz. Each quiz will be worth 15 points for a total of 60 points and grade feedback will be immediate upon submission of quiz.

4. **Evidence Based Project**
The goal of evidence based practice is to use scientific evidence to guide practice, which helps to demonstrate the efficacy of various interventions. The purpose of this project is to define a clinical practice question, collect the evidence, synthesize the results, make a recommendation based on the results, and grade the strength of the recommendation.

This assignment must be typewritten in a font size no less than 12. Please double-space. Reference formatting must be done with appropriate AMA guidelines. You will need to submit your appraisal via the dropbox. If you do not have Microsoft Word, please save your written works as a .pdf version prior to uploading in the dropbox. Grading rubric is found at the end of this syllabus. You will receive written feedback within 3 weeks of the due date.

- **EBP Topic** → Students will select their own topic for the Evidence Based Practice Project. Group must submit topic to instructor by **Sunday February 3, 2019 by 11:59PM.**
- **PICO Worksheet and Search History** → Students will complete the PICO Worksheet (found at the end of the syllabus) and provide evidence of their search history from at least one database. This assignment should be submitted via the dropbox, and is due to the course director by **Sunday, March 3, 2019 (by 11:59 PM).** Students must attach the search history summaries from the two database searches to the PICO Worksheet. This assignment is worth 20 points and feedback will be provided in D2L within 2 weeks of due date.
- **EBP Assignment** → This is the final section of the Evidence Based Project and is due by **Sunday, April 14, 2019 (by 11:59PM).** Grading rubric is found at the end of this syllabus. This written assignment should be submitted to the course director via the dropbox. Please include reference articles (preferably in PDF format). This assignment should be typed, double-spaced and include page numbers. **Proper AMA formatting must be used for citing references within the text of the paper and on the reference page.** This project will be returned to the students after it has been graded. This assignment is worth 120 points and must include the following sections:
• Title of Project (on a title page that also includes your name, course information, etc)
• Background Information – Analyzed why is there a need for this evidence.
• Objectives – List your questions of interest
• Materials & Methods – Describe the criteria for considering studies for this review.
  o Types of studies – A description of the types of studies you will consider.
  o Types of participants – Inclusion & exclusion criteria.
  o Types of intervention considered
  o Types of outcome measures
  o Search strategy for identification of studies – include the various databases and Web site
    addresses, years of literature searched, key words for searches
  o Method of determining study quality – include the rating scale selected for the articles
    included in your systematic review. Students can develop their own criteria, or find an
    example from the literature (be sure to include a copy of the article used and site it in the
    reference section). The rating scale should be included in a table or figure in an Appendix.
• Results
  o Literature search – Describe how many potential articles were found and how many were
    selected for the article analysis (a minimum of 4 to 5 research articles).
  o Article Analysis –
    ▪ Develop a table (grid) that summarizes the important components of the
      accepted studies and implications for practice. Headings should include the
      following/or the equivalent: Author/Date; Purpose; Design (N=); Research Focus;
      Results; Conclusions & Limitations. The tables must be typewritten with a
      minimum font size of 8, and can be single-spaced.
    ▪ Develop a table (grid) that ranks the strength of the accepted studies. The
      tables must be typewritten with a minimum font size of 8, and can be single-
      spaced.
• Discussion – Compare and contrast the various articles that were found (beyond what is
  included in the tables). Students should also give recommendations based on synthesizing
  the literature and rate the strength of the recommendations. Students should also give
  implications for clinical practice based on the results/recommendations.
• References – List all references used for this project and include copies of all the articles
  (see above in the directions for additional details). Remember to use proper AMA formatting
  for the reference page.

5. Optional Bonus Project
In order to promote dissemination of information and evidence based practice, you can conduct
an in- service to a group of your peers. You may present either, information about your CAT,
information from your integrated review from last semester, or information regarding your
evidence based project. This project may be submitted to the course director via the dropbox
any time before Friday April 26, 2019 (11:59PM) and feedback will be posted in 3 weeks of submission.
The project is worth up to a 20 point bonus in your course grade. Upon completion of this
presentation you must submit to the course director:
  a. The handouts/presentation materials provided for your peers.
  b. A reflection paper which answers the following questions
    • How did you present the CAT, integrated review, or evidence based project (e.g., orally,
      written, etc.)? What was the setting? When did it take place? Who attended? How
      long did the presentation/discussion last?
    • What were your peer’s initial impressions of your scheduling of this in-service? Did
      their impression change by the end of the discussion? In what way? What personal
      biases or past experiences may have impacted the way they reacted to the
      presentation?
    • After your presentation, what were your peer’s impressions of using evidence to
      support practice?
In your opinion, what was the value of this experience? Highlight a few items that seemed the most significant to you.

### Summary of Course Assessment Items

<table>
<thead>
<tr>
<th>Evaluative Item</th>
<th>Due Date</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Participation:</strong> Introduction</td>
<td>Friday, January 11, 2019; 11:59 PM</td>
<td>10</td>
<td>3.22%</td>
</tr>
<tr>
<td><strong>Class Participation:</strong> Comment/Question for peer CAT (4 x 10 pts)</td>
<td>Sunday March 31, 2019; 11:59 PM through final comments Friday April 4, 2019</td>
<td>40</td>
<td>12.90%</td>
</tr>
<tr>
<td><strong>Critically Appraised Topic</strong></td>
<td>Sunday March 17, 2019; 11:59 PM</td>
<td>50</td>
<td>16.13%</td>
</tr>
<tr>
<td><strong>Content Quizzes (4 x 15pts)</strong></td>
<td>Must be completed in week outlined on course schedule</td>
<td>60</td>
<td>19.35%</td>
</tr>
<tr>
<td><strong>Evidence Based Project:</strong> PICO worksheet (GROUP SUBMISSION)</td>
<td>Sunday, March 3, 2019; 11:59 PM</td>
<td>20</td>
<td>6.45%</td>
</tr>
<tr>
<td><strong>Evidence Based Project:</strong> Final written work (GROUP SUBMISSION)</td>
<td>Sunday, April 14, 2019; 11:59 PM</td>
<td>120</td>
<td>38.71%</td>
</tr>
<tr>
<td><strong>Optional Bonus Project</strong></td>
<td>Friday, April 26, 2019; 11:59 PM</td>
<td>20</td>
<td>(~6.45)</td>
</tr>
<tr>
<td>Total without Bonus Points</td>
<td>310</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### Student Assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100.00-90.00 %</td>
</tr>
<tr>
<td>B</td>
<td>89.99-80.00 %</td>
</tr>
<tr>
<td>C</td>
<td>79.99-70.00 %</td>
</tr>
<tr>
<td>D</td>
<td>69.99-60.00 %</td>
</tr>
<tr>
<td>F</td>
<td>59.99-0.00 %</td>
</tr>
</tbody>
</table>

### 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 within 3 weeks, 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 upon submission of the quiz.

### 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, Section 2-IIC, for Physical Therapy Program expectations regarding Professional Behavior Requirements. [http://www.usd.edu/-/media/files/health-sciences/pt/pt-student-handbook.ashx?la=en](http://www.usd.edu/-/media/files/health-sciences/pt/pt-student-handbook.ashx?la=en)

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: Marci.Heine@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 Section II-A for further information regarding Attendance and Course of Study Preparedness. [http://www.usd.edu/-/media/files/health-sciences/pt/pt-student-handbook.ashx?la=en](http://www.usd.edu/-/media/files/health-sciences/pt/pt-student-handbook.ashx?la=en)

**Freedom in Learning**
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class 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. For information contact: Ernetta L. Fox, Director; Disability Services; Room 119 Service Center; (605) 677-6389; dservices@usd.edu.

**Inclusiveness & Diversity**
The University Senate approves and endorses the following statement: “The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.”

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**
Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source. Whether intentional or unintentional, plagiarism will result, at a minimum, in a grade of zero for that assignment.

Academic dishonesty is defined as, but not limited to the following: copying a classmate’s work, using crib notes during a test, stealing or conveying examination questions, informing classmates of information on practical examination, maintaining library materials so that classmates cannot utilize the materials, falsely representing clinical cases, turning in written assignments that are not authentic, not
referencing sources used in assignments (including websites), claiming work that you did not do, or fabrication of any sort.

The University of South Dakota Board of Regents has established a policy for plagiarism that is firmly upheld by the USD Physical Therapy Program. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty, including plagiarism, may be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

The USD Physical Therapy Program reserve 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 2-V, for Physical Therapy Program expectations regarding Academic Integrity.


ADDITIONAL INFORMATION
For additional issues related to “Freedom in Learning”, “Academic Dishonesty and Plagiarism”, “Library Assistance”, “Course Drop Dates”, or “Computing Issues”, please refer to the “Online Orientation Guide” which may be accessed through

http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx?la=en

When you have a question, you should I contact:

- Course questions: Dr. Heine via email – Marci.Heine@usd.edu
- E-mail/ Login/Password Issues: USD Help Desk (605) 658-6000 or helpdesk@usd.edu
- D2L Issues: USD Help Desk (605) 658-6000 or helpdesk@usd.edu
- Computer Issues: USD Help Desk or (605) 658-6000 helpdesk@usd.edu
- To answer many of your questions, please review the “Student On-Line Orientation Guide”

http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx?la=en
<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly Topic</th>
<th>Weekly Coursework Requirements</th>
<th>Coursework Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>EBP (Intro)</td>
<td>View Online Presentation, Fetters, Chapter 1, Carter, Chapter 3, Article: EBM Work Group, 1992</td>
<td>Personal introduction must be posted to Discussion Board by Friday, 1/11/19; 11:59 PM</td>
</tr>
<tr>
<td>Week 2</td>
<td>Creating the Question</td>
<td>View Online Presentation, Fetters, Chapter 2, Article: Sackett, 1996</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Communicating the Evidence</td>
<td>View Online Presentation, Fetters, Chapter 11, Article: Rothstein, 1996 (“When Thoughtfulness Dies”)</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Finding the Evidence</td>
<td>View Online Presentation, Fetters, Chapter 12, Carter, Chapter 4 *Quiz 1 covers materials from Weeks 1-4 Quiz available 1/27/19-2/3/19</td>
<td>Evidence Based Group Project: EBP Topics Submitted for Approval no later than Sunday, 2/3/19; 11:59PM</td>
</tr>
<tr>
<td>Week 5</td>
<td>Appraising Intervention Research</td>
<td>View Online Presentation, Fetters, Chapters 3 and 4</td>
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<tr>
<td>Week 6</td>
<td>(NO NEW COURSEWORK REQUIREMENTS THIS WEEK)</td>
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<td>Week 7</td>
<td>Epidemiology</td>
<td>View Online Presentation, Carter, Chapter 15</td>
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<tr>
<td>Week 8</td>
<td>Appraising Diagnostic Research</td>
<td>View Online Presentation, Fetters, Chapter 5, Article: Fritz &amp; Wainner, 2001 *Quiz 2 covers materials from Weeks 5-8, Quiz Available 2/23/19-3/3/19</td>
<td>Evidence Based Group Project: PICO worksheet due Sunday, 3/3/19; 11:59 PM</td>
</tr>
<tr>
<td>Week 9</td>
<td>SPRING BREAK (NO COURSEWORK REQUIREMENTS THIS WEEK)</td>
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<tr>
<td>Week 10</td>
<td>Appraising Prognostic Research</td>
<td>View Online Presentation, Fetters, Chapter 6</td>
<td>CAT due Sunday, 3/17/19; 11:59 PM</td>
</tr>
<tr>
<td>Week 11</td>
<td>Systematic Review and Clinical Practice Guidelines</td>
<td>View Online Presentation, Fetters, Chapters 7 and 8, Article: Chou et al, 2007, Article: Delitto et al, 2012</td>
<td>Responses to CATs due Sunday, 3/31/19; 11:59 PM, Final discussion responses to CATs due Friday, 4/5/19; 11:59PM</td>
</tr>
<tr>
<td>Week 12</td>
<td>Alternative Design and Outcomes</td>
<td>View Online Presentation, Fetters, Chapters 9 and 10, Carter, Chapter 14, Article: Popay &amp; Williams, 1998, Article: Henderson &amp; Rheault, 2004 *Quiz 3 covers materials from Weeks 10-12 Quiz Available 3/24/19 -3/31/19</td>
<td>Evidence Based Group Project: Final written work due Sunday, 4/14/19; 11:59 PM</td>
</tr>
<tr>
<td>Week 13</td>
<td>Economics and EBP</td>
<td>View Online Presentation, Article: Fritz &amp; Cleland, 2003</td>
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<tr>
<td>Week 14</td>
<td>Patient Centered Care</td>
<td>View Online Presentation, Article: Rothstein, 1996 (“Outcomes and Survival”) *Quiz 4 covers materials from Weeks 13-14 Quiz Available 4/7/19 – 4/14/19</td>
<td>Evidence Based Group Project: Final written work due Sunday, 4/14/19; 11:59 PM</td>
</tr>
<tr>
<td>Week 15</td>
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<td></td>
<td>All quizzes must be completed by April 21, 2019</td>
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<tr>
<td>Week 16</td>
<td></td>
<td></td>
<td>Optional Bonus Project Due Friday, April 26, 2019; 11:59 PM</td>
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</tbody>
</table>
PICO Worksheet and Search Strategy
(FOR PICO GROUP ASSIGNMENT)

Name ________________________________

1. Define your questions using PICO by identifying: Problem, Intervention, Comparison Group and Outcomes.

Your question should be used to establish your search strategy.

<table>
<thead>
<tr>
<th>Patient/Problem</th>
<th>Intervention</th>
<th>Comparison</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Write out your question:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Type of question/problem: **Circle one:** Intervention/Prevention Diagnosis Etiology Prognosis

3. Type of study (Publication Type) to include in the search: **Mark all that apply:**

<table>
<thead>
<tr>
<th>Meta-Analysis</th>
<th>Systematic Review</th>
<th>Randomized Controlled Trial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Study</td>
<td>Case Control Study</td>
<td>Case Series or Case Report</td>
</tr>
<tr>
<td>Editorials, Letters, Opinions</td>
<td>Animal Research</td>
<td>In Vitro/Lab Research</td>
</tr>
</tbody>
</table>

4. List main topics and alternate terms from your PICO question that can be used for your search.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List your inclusion criteria – gender, age, to year of publication, language

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List irrelevant terms that you may want to exclude in your search

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. List where you plan to search, i.e. EBM Reviews, Medline, PubMed

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Please turn in the actual search history on your topic from one database for the PICO Assignment. Thus you will need to save/print out copies of your searches when you do them or paste them into a word document. (See the example below)

<table>
<thead>
<tr>
<th>#</th>
<th>Search History</th>
<th>Results</th>
<th>Display</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hospices/ or Hospice Care/ or Terminal Care/</td>
<td>17919</td>
<td>DISPLAY</td>
</tr>
<tr>
<td>2</td>
<td>Physical Therapy Techniques/ or physical therapy.mp.</td>
<td>20394</td>
<td>DISPLAY</td>
</tr>
<tr>
<td>3</td>
<td>1 and 2</td>
<td>27</td>
<td>DISPLAY</td>
</tr>
<tr>
<td>4</td>
<td>occupational therapy.mp. or Occupational Therapy/</td>
<td>6791</td>
<td>DISPLAY</td>
</tr>
<tr>
<td>5</td>
<td>1 and 4</td>
<td>15</td>
<td>DISPLAY</td>
</tr>
<tr>
<td>6</td>
<td>1 and 2 and 4</td>
<td>2</td>
<td>DISPLAY</td>
</tr>
</tbody>
</table>
**PICO Grading Rubric:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Points</th>
<th>Assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>1 point for appropriate completion P-I-C-O sections and the final question</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Full points awarded for completion</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Full points awarded for appropriateness of selection- points will be deducted if choices should be marked and are not</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>1.25 points for appropriate completion of each section- points will be deducted if topics are irrelevant to question</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Full points awarded for completion</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>Full points awarded for thorough literature search. Each search is worth 2.5 points</td>
<td></td>
</tr>
</tbody>
</table>

**Class Participation Grading Rubric:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>Assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10</td>
<td>Full points awarded for posting</td>
<td></td>
</tr>
<tr>
<td>Post a substantive** Comment/ Question for peer CAT (4 x 10 pts)</td>
<td>40 (10 pts each)</td>
<td>10-8 pts = Substantive** comment/ question which contributes to furthering the discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7-5 pts = Unclear substantive** comment/ question but one which adds to the discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4-3 pts = Comment/ Question that lacks substance** but furthers the discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-0 pts = no comment/question posted, or one that lacks substance** &amp; does not contribute to the discussion</td>
<td></td>
</tr>
</tbody>
</table>

**The instructor reserves the right to determine if comments or questions are substantive in order to assign the appropriate grade.**
PHTH 784 – Spring Semester
Critically Appraised Topic Grading Form
(INDIVIDUAL ASSIGNMENT)

Scores determined to the nearest .25 value using the below scale. The average of items 1-13 is weighted 85% of the overall grade. The title of the article should be at the top of the submission’s first page.

5: perfect
4.5 – 4.75: some items missing, but few corrections necessary
4.0 – 4.25: more significant deficits present, but still passing work
3.5 – 3.75: adequate effort, but needs large degree of correction
0 – 3.25: significant errors, effort is not at graduate level (if the CAT is not written using the student’s own words, where appropriate, a score of 0 [zero] will be given to any area that is significantly copied from the original)

The below areas will each be evaluated using the above scale:

1. Question -- PICO format
2. Clinical Bottom Line
3. Summary of Key Evidence
4. Appraisal -- Applicability
5. Appraisal -- Internal Validity
6. Appraisal -- statistical validity
7. Applicability to patient
8. Citation (in AMA format)
9. Grammar, Capitalization, Word Usage, Spelling
10. Writing Style
### PHTH 784 – Spring Semester
### Evidence Based Project Grading Form
### (SMALL GROUP ASSIGNMENT)

Scores determined to the nearest .25 value using the below scale. The average of items 1-13 is weighted 85% of the overall grade. The average of items 14-18 is weighted 15% of the overall grade.

10: perfect  
9 - 9.75: some items missing, but few corrections necessary  
8 - 8.75: more significant deficits present, but still passing work  
7 - 7.75: adequate effort, but needs large degree of correction  
0 - 6.75: significant errors, effort is not at graduate level

<table>
<thead>
<tr>
<th>Introduction</th>
<th>1. Background Information -- why is there a need for this study?</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Objectives -- Questions of interest</td>
<td>10</td>
</tr>
<tr>
<td>Materials &amp; Methods</td>
<td>3. Types of Studies</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4. Types of Participants -- Inclusion &amp; Exclusion Criteria</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>5. Types of Intervention Considered</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>6. Types of Outcome Measures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>7. Search Strategy for the Identification of Studies</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>8. Method of Determining Study Quality (Including the rating scale and site the article in the references as indicated; Clear description of the scale used whether written in text of as an appendix)</td>
<td>10</td>
</tr>
<tr>
<td>Results</td>
<td>9. Literature search</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>10. Article Analysis: Grid that summarizes the accepted articles</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11. Article Analysis: Grid or explanation of rank of accepted articles</td>
<td>10</td>
</tr>
<tr>
<td>Discussion</td>
<td>12. Discussion/Recommendations/Implications for Clinical Practice</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>13. Reference page (in AMA Format)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>15. Organization</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>16. Vocabulary</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>17. Writing Style</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>18. AMA Formatting</td>
<td>10</td>
</tr>
</tbody>
</table>

Weighted 85%

Weighted 15%