Syllabus
PTHP 7303: Research 3

FACULTY
Office Hours: Open door or by appointment

COURSE DIRECTOR
Raymond Chong, PhD
rchong@augusta.edu
Office Phone: 706.721.1489
Office Location: EC-1342

COURSE INSTRUCTORS
Raymond Chong

COURSE TIME AND PLACE
This class generally meets in EC 1331 on Tuesdays 8 – 9a.
Refer to the schedule for details

This schedule may change. Changes will be announced in class or email.

COURSE MODALITY
This course is conducted face-to-face. Some course materials are only available online, via
http://www.augusta.edu/alliedhealth/pt/researchcourse/research3.php

Syllabus Shortcuts: NA

COURSE INFORMATION

Term: Spring 2018

Course: PTHP 7303, Research 3

Contact Hours: 15 Lecture & 30 Lab

Credits: 2 credit hours

Course Description: Physical therapy is a dynamic profession, one characterized by ongoing research to enhance clinical practice. As a future professional, it is imperative not only to seek and use appropriate information in improving clinical practice but also be contributors to existing knowledge. There are two components in this course. Both are related to your research project. The first is a written demonstration of understanding what research question is answered when a specific statistical test is applied. The other component is an extensive review of the literature. You started that process in Research 2. By the end of this course, you will be able to come up with an appropriate research design to investigate a clinical or research question and know what statistical test needs to be done to answer the question. You will also gain insights into the existing body of knowledge in your research project.

Prerequisites: Successful completion/mastery of all related sequential didactic coursework in the Doctor of Physical Therapy curriculum.

Department: Physical Therapy
College: College of Allied Health Sciences

University Mission: Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

COURSE OBJECTIVES

Practice expectations are a description of behaviors, skills, or knowledge that defines the expected performance of the physical therapist. When taken in aggregate, they describe the performance of the graduate upon entry into the practice of physical therapy.

By the end of the course, the AU DPT student will:
4.0 Professional Practice Expectation: Integrity
4.1 Demonstrate integrity in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers.
   4.1.1 Demonstrate professional demeanor both in and outside the classroom by following the program’s written guidelines for behavior and dress.
   4.1.2 Demonstrate awareness of issues related to subject protection, information confidentiality, and associated risks and benefits when conducting research.
   4.1.3 Identifies vulnerable subject populations that require even greater protection when conducting research.

5.0 Professional Practice Expectation: Professional Duty
5.1 Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers.
   5.1.1 Present self in a professional manner during all course interactions with faculty and peers.
5.4 Effectively deal with positive and negative outcomes resulting from assessment activities.
   5.4.1 Accept constructive criticism.
   5.4.2 Modify behavior appropriately in response to constructive feedback.
   5.4.3 Develop plan of action in response to assessment activity results.

6.0 Professional Practice Expectation: Communication
6.1 Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policy makers.
   6.1.1 Work effectively and productively as a member of a professional work group.
   6.1.2 Use appropriate oral communication skills to facilitate classroom discussions pertaining to current topics related to physical therapy practice and other health care-related fields.
   6.1.3 Meet with potential research advisor(s) to identify research topic.

9.0 Professional Practice Expectation: Evidence-Based Practice
9.1 Consistently use information technology to access sources of information to support clinical decisions.
   9.1.1 Access electronic resources and incorporate related information into course learning activities.
9.2 Consistently and critically evaluate sources of information related to physical therapy practice, research, and education and apply knowledge from these sources in a scientific manner and to appropriate populations.
   9.2.1 Analyze and synthesize new information to enhance physical therapy practice.
   9.2.2 Evaluate and relate study outcomes/conclusions to physical therapy practice.
   9.2.3 Critically examine research design and methodology.
   9.2.4 Interpret results in relation to a study’s specific research hypotheses and methodology.
   9.2.5 Identify applications of faculty research to physical therapy practice.
   9.2.6 Demonstrate the ability to evaluate evidence and determine its appropriateness in guiding physical therapy practice.

GRADING
Course grades will be assigned according to department policy:

A = 91-100%, B = 81-90%
Fail = < 81% and unable to continue in the curriculum

GRADED ACTIVITIES
Throughout the semester, you will be asked to complete the following pass/fail activities.

<table>
<thead>
<tr>
<th>Pass/Fail Activities</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice case</td>
<td>Jan 16th @ 8a</td>
</tr>
<tr>
<td>Case 1 (10%)</td>
<td>Jan 30th @ 8a</td>
</tr>
<tr>
<td>Case 2 (10%)</td>
<td>Feb 13th @ 8a</td>
</tr>
<tr>
<td>Case 3 (10%)</td>
<td>Feb 27th @ 8a</td>
</tr>
<tr>
<td>Case 4 (10%)</td>
<td>Mar 13th @ 8a</td>
</tr>
<tr>
<td>Complete Draft of Literature Review</td>
<td>Mar 20th @ 8a</td>
</tr>
<tr>
<td>Case 5 (10%)</td>
<td>Mar 27th @ 8a</td>
</tr>
<tr>
<td>Literature Review (50%)</td>
<td>Apr 10th @ 8a</td>
</tr>
</tbody>
</table>

Students must obtain at least B in each component (Cases and Literature Review) to pass the course.
REQUIRED TEXTBOOKS AND SUPPLIES

REQUIRED TEXTBOOKS

SUPPLIES
- Computer with EndNote installed

SCHEDULE
Week 3. Jan 23. Case 1 Receiver operating curve analysis (chapter 5 Fetters and article resource).
Week 7. Feb 20. Case 3 Multiple regression analysis (chapter 6 Fetters and article resource).
Week 13. Apr 3. Spring break. No class
Week 14. Apr 10. Literature Review assignment due for grading by 8a. Email the document to 1) your research advisor, 2) myself and 3) copy all members of the group. Insert the following two statements in your email (remove the quotes):

"1. I/We have followed the instructions on how to submit our work.
2. I/We verify that our research advisor has gone over the work that we are submitting."

Week 15. Apr 7. Work on revision/remediation if needed.

COURSE POLICIES

CLASS PREPARATION
In order to be able to fully participate in the course activities, you are expected to follow the instructions for the activities and complete activities as specified by the stated deadlines.

ATTENDANCE
You are expected to attend and actively participate in all activities. If you cannot attend a class session, it is your responsibility to:
- Let the course director know that you will be absent ahead of time.
- After the class session, get any needed class notes or materials from peers.

You are responsible for reading, understanding, and following the attendance policies contained in the Student Handbook.

ELECTRONIC DEVICE POLICY
1. The use of personal computers is allowed during class and/or lab sessions to support the learning experience (i.e., taking notes).
2. Except during class breaks, the use of personal computers for non-course-related activities (i.e., Facebook, other social media, YouTube, online shopping, etc.) is distracting to both faculty and peers. Therefore, it is considered unprofessional and will result in dismissal from class. Repeat offenders may be expelled from the course.
3. Cellular phones should remain in the silent mode during all class sessions.

COMMUNICATION POLICY
According to departmental policy, email communication needs to take place via your @augusta.edu accounts. Emails will be answered Monday – Friday from 8:00 AM to 5:00 PM, except at the discretion of the professor.

COURSE AND FACULTY EVALUATIONS
These evaluations are important to faculty (for promotion and tenure purposes) but are especially important to students; your feedback helps faculty improve the organization and delivery of course content. For these reasons, timely submission of course evaluations is expected.

ADA ACCOMMODATION
The Augusta University Accommodating Students with Disabilities Policy available at http://www.augusta.edu/tds/documents/testing_docs/facultyguide1.pdf ensures that all students with disabilities are afforded equal opportunity and access to all programs and facilities at Augusta University.

Augusta University is committed to making online courses accessible to and usable by persons with disabilities in order for students to obtain maximum benefit from their educational experience.

To request academic accommodation services, please contact the Testing and Disability Services office at tds@augusta.edu and/or (706) 737-1469 as soon as possible, to begin the process. Please note that all discussions with Testing and Disability Services are subsequently with your course instructor are confidential and are meant to insure that your accommodations are appropriately implemented throughout the course.

ACADEMIC HONESTY POLICY
Students at Augusta University are expected to conduct themselves with honesty and integrity.

The Augusta University Academic Conduct Policy (available at http://policy.gru.edu/3-1-4-academic-conduct-policy/) states that:

"The University recognizes that honesty and integrity are necessary to its academic function. The following regulations protect the equity and validity of the university’s grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life.

Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences. […]"

To learn how to avoid plagiarism, please refer to the following guide created by the Augusta University Libraries and Writing Center at http://guides.augusta.edu/friendly.php?s=plagiarism