

## APPLICATION FOR NEW COURSE

1. Submitted by the College of \_\_\_\_\_ Date: \_\_\_\_\_

Department/Division proposing course: \_\_\_\_\_

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number \_\_\_\_\_

b. Title\* \_\_\_\_\_

\*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

\_\_\_\_\_

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

(\_\_ ) CLINICAL    (\_\_ ) COLLOQUIUM    (\_\_ ) DISCUSSION    (\_\_ ) LABORATORY    (\_\_ ) LECTURE  
(\_\_ ) INDEPEND. STUDY    (\_\_ ) PRACTICUM    (\_\_ ) RECITATION    (\_\_ ) RESEARCH    (\_\_ ) RESIDENCY  
(\_\_ ) SEMINAR    (\_\_ ) STUDIO    (\_\_ ) OTHER – Please explain: \_\_\_\_\_

d. Please choose a grading system:     Letter (A, B, C, etc.)     Pass/Fail

e. Number of credit hours: \_\_\_\_\_

f. Is this course repeatable?    YES     NO     If YES, maximum number of credit hours: \_\_\_\_\_

g. Course description:

\_\_\_\_\_  
\_\_\_\_\_

h. Prerequisite(s), if any:

\_\_\_\_\_  
\_\_\_\_\_

i. Will this course be offered through Distance Learning?    YES     NO

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based    Interactive video    Extended campus    Kentucky Educational Television (KET/teleweb)    Other

Please describe "Other": \_\_\_\_\_

3. Teaching method:     N/A    or     Community-Based Experience     Service Learning Component     Both

4. To be cross-listed as: \_\_\_\_\_  
Prefix and Number    Signature of chair of cross-listing department

5. Requested effective date (term/year): \_\_\_\_\_ / \_\_\_\_\_

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6. Course to be offered (please check all that apply):     Fall     Spring     Summer
7. Will the course be offered every year?     YES     NO  
If NO, please explain: \_\_\_\_\_
8. Why is this course needed?  
\_\_\_\_\_  
\_\_\_\_\_
9. a. By whom will the course be taught? \_\_\_\_\_
- b. Are facilities for teaching the course now available?     YES     NO  
If NO, what plans have been made for providing them?  
\_\_\_\_\_
10. What yearly enrollment may be reasonably anticipated?  
\_\_\_\_\_  
\_\_\_\_\_
11. a. Will this course serve students primarily within the department?     Yes     No
- b. Will it be of interest to a significant number of students outside the department?     YES     NO  
If YES, please explain.  
\_\_\_\_\_  
\_\_\_\_\_
12. Will the course serve as a University Studies Program course<sup>†</sup>?     YES     NO  
If YES, under what Area? \_\_\_\_\_
- <sup>†</sup>AS OF SPRING 2007, THERE IS A HIATUS ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK?     Yes     No
15. Is this course part of a proposed new program?     YES     NO  
If YES, please name: \_\_\_\_\_
16. Will adding this course change the degree requirements for ANY program on campus?     YES     NO  
If YES<sup>‡</sup>, list below the programs that will require this course:  
\_\_\_\_\_  
\_\_\_\_\_

<sup>‡</sup>In order to change the program(s), a program change form(s) must also be submitted.

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- 17.  The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
- 18.  Check box if course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Carl G. Mattacola Phone: 3-1100 x80860 Email: carlmat@uky.edu

20. Signatures to report approvals:

<u>4/11/08</u> DATE of Approval by Department Faculty	<u>Judith L. Page</u> Reported by Department Chair
<u>5-08-08</u> DATE of Approval by College Faculty	<u>Sharon R. Stewart</u> Reported by College Dean
* DATE of Approval by Undergraduate Council	<u>/</u> Reported by Undergraduate Council Chair
* DATE of Approval by Graduate Council	<u>/</u> Reported by Graduate Council Chair
<u>7/15/08</u> * DATE of Approval by Health Care Colleges Council (HCCC)	<u>Heidi Anderson</u> Reported by Health Care Colleges Council Chair
* DATE of Approval by Senate Council	<u>/</u> Reported by Office of the Senate Council
* DATE of Approval by University Senate	<u>/</u> Reported by Office of the Senate Council

\*If applicable, as provided by the *University Senate Rules*

Critical Appraisal of Research in Rehabilitation Sciences  
RHB 712

The University of Kentucky  
Department of Rehabilitation Sciences

**Course Description**

This course will introduce the student to critical appraisal of all forms of research in the Rehabilitation Sciences. The purpose of this course is to further develop the student's competence in carrying out and evaluating research. In this course, the student will develop the skills necessary to find, critically evaluate, and synthesize the available research in order to answer an individual research question, including bench top to community based research.

Objectives:

- Articulate the importance of research for the continued development of the rehabilitation professions
- Understand the various types of research streams in rehabilitation sciences to include descriptive to intervention type research
- Appreciate the political and historical background upon which current research movements have developed
- Demonstrate the ability to find and critique research using national and international informational resources, including appropriate literature within and outside of rehabilitation sciences
- Complete and apply critical reviews which include Critical Appraisal Topics (CAT), community needs assessment, and/or systematic reviews on topics in rehabilitation sciences, within: teaching, research or practice applications

**Instructional Strategies**

Interactive discussion means that our expectation of you and your classmates are to critically review the topic and be prepared to defend your interpretation on the topic based on your past experiences and best available evidence.

**Assigned Readings**

Available via Blackboard web page.

**Required Texts**

Evidence-Based Rehabilitation: A Guide to Practice by Mary C. Law and Joy MacDermid

**Optional References**

1. Schunemann HJ, Bone L. Evidence-based orthopaedics: a primer. *Clin Orthop*. 2003; 413: 117-132.
2. Kuhn JE, Greenfield MLVH, Wojtys EM. A statistics primer: types of studies in the medical literature. *Am J Sports Med*. 1997; 25: 272-274.
3. Consort Statement: [www.consort-statement.org](http://www.consort-statement.org)
4. SORT: Strength of Recommendation Taxonomy. *Am Fam Phys*. 2006; 74: 17-18.

5. Oxford Centre for Evidence-Based Medicine: <http://www.cebm.net/>
6. Pedro: Physiotherapy Evidence Database: <http://www.pedro.fhs.usyd.edu.au/index.html>
7. Rhea MR. Determining the magnitude of treatment effects in strength training research through the use of the effect size. *J Strength Cond Res.* 2004; 18: 918-20.
8. Wolfe R, Cumming G. Communicating the uncertainty in research findings: confidence intervals. *Journal of Science & Medicine in Sport.* 2004; 7: 138-143.
9. Cochrane Manual: <http://www.cochrane.org>
10. Montori VM, et al. Methodological issues in systematic reviews and meta-analyses. *Clin Orthop.* 2003; 413: 43-54.
11. QUOROM Statement. *Lancet.* 1999; 354: 1896-1900.

### **Academic Honesty**

Each student in the class is expected to adhere to the highest standards of academic honesty. Cheating and plagiarism violate the rules of the University and the ethical standards of members in the allied health profession. Violations of the university's rules regarding academic honesty can lead to a failing grade in the course and expulsion from the University. Students may view the Student Rights & Responsibilities Document at <http://www.uky.edu/StudentAffairs/Code/part1.html>.

### **Withdrawals and Incompletes**

The last day to withdraw from the course is at the end of the fifth week for fall or spring semester. No withdrawals will be signed after that date.

It is the student's responsibility to properly process withdrawals. Students who fail to process withdrawals or who process them after the time that grade report sheets are printed, will receive a grade of F on the official grade sheet. To correctly process a withdrawal the student must obtain the signature of Dr. Mattacola, obtain the signature of the student's advisor, and take the withdrawal form to the Registrar's office.

Incomplete (I) grades will be given only in extenuating circumstances and never as a replacement for a failing or substandard grade. Any student requesting an incomplete grade must see the course coordinators for approval and for additional rules governing incomplete grades.

### **Administrative**

Students are to be aware of and meet the technical standards and behavioral standards as outlined in Technical Standards and the Behavioral Standards in Patient Care of the College of Allied Health Profession.

### **Grading**

A: 90-100 points ; B: 80- 89 points; C: 70- 79 points

### **Assignments**



Assignment	Date Due	Percentage of total grade
Critical appraisal of topic		10%
Systematic Review paper		20%
Systematic Review presentation		15%
Debate		20%
Research design project presentation		15%
Class Participation		20%
		100%

### **Feedback**

Students are encouraged to come to the instructor's office to discuss progress in the class. This will be the only means for review of evaluation instruments.

If applicable, tests and/or papers will be retained by the course coordinator until approximately three weeks into the succeeding semester or summer session (Feb. 15, June 1, Aug. 1, and Sept. 15).

### **Office Hours**

Course Directors	Tim Uhl PhD ATC PT	Joe Stemple PhD CCC-SLP, ASHAF	Dana Howell, Ph.D., OTD, OTR/L
Office	210c CT Wethington Bldg 900 South Limestone Street Lexington, Kentucky 40536-0200 Fax: (859) 323-6003	Room 120H Wethington Building 900 South Limestone Street Lexington, Kentucky 40536-0200 Fax: (859) 323-8957	EKU Department of Occupational Therapy 521 Lancaster Avenue 119 Dizney Richmond, KY 40475
Email	<a href="mailto:tluhl2@uky.edu">tluhl2@uky.edu</a>	<a href="mailto:joseph.stemple@uky.edu">joseph.stemple@uky.edu</a>	<a href="mailto:dana.howell@eku.edu">dana.howell@eku.edu</a>
Telephone	859-323-1100 x 80858	(859) 323-1100 x 80556	(859) 622-6256
Cell phone	859-230-7841		
Office Hours	By appointment	By appointment	By appointment

### **Attendance Policy**

The instructors expect everyone to attend every class and be on time. If absence is due to external clinical responsibilities it is the student responsibility to notify the professor of the absence or potential absence at the beginning of the semester. Additionally, the student is responsible to obtain information presented during his or her absences and submit prior to absence any assignment due. Intermittent attendance records of student attendance will be kept. Attendance and punctuality will also be considered subjectively in borderline performance which can account for up to 5% of your class participation score.

### **University Closing**

Students should be aware of the following sources of information in the event of inclement weather or other problems that might cause the University to close. Remember, if the University is open, students are expected to be in attendance and all tests will be given. If the University is closed on a test day, expect the test to be given on the next class day.

The cancellation or delay of class announcements will normally be made by 6:00 a.m. through the local

media. The latest information will be available on the University of Kentucky **INFOLINE at 257-5684**, University of Kentucky **TV Cable Channel 16**, and **WUKY** or the **UK Website at [www.uky.edu](http://www.uky.edu)**.

### **Professional Behavior**

Aside from academic performance, students are professionals in training. Such attributes as maturity, positive attitude, curiosity, individual initiative, respectful behavior towards others, motivation and perseverance are considered valuable assets in this quest.

Week	Topic	Instructor	Assignment
1	Introduce the syllabus and assignments Introduction of 4 categories of rehabilitation science research (bench top, clinical laboratory, clinical, and community based)		
2	Identifying advantages and limitation of the various research types that are performed in each of the 4 levels (clinical and community based)		
3	Identifying advantages and limitation of the various research types that are performed in each of the 4 levels (Bench and clinical laboratory)		
4	Class Discussion of the origin and limitation of evidence base practice in health care  Expectation is to define what is evidence based research, describe the history of how and when it came about. What types of research are left out. How effective is the evidence based model.		
5	Asking clinical questions for the research goal and searching for evidence Evaluating the Evidence that you found		
6	Comparison of 4 types of research streams and levels of evidence (Qualitative and Quantitative)		
7	Student debate: Search the literature to support or refute the following assertions: It is popular to state that interdisciplinary research, education, and clinical treatment are more effective that the disciplinary alternative.		Debate this topic
8	Present CAT		Turn in the evidence table for systematic review
9	Present CAT		
10	Systematically Reviewing the Evidence		
11	Creating a research agenda		
12	Working session on systematic reviews with guidance		
13	Present Systematic Reviews and		Turn in written systematic reviews
14	Present Systematic Reviews		
15	Applying evidence		

16	Present the design of the research question to fill the gap of knowledge identified in the systematic review		
Finals	Present the design of the research question to fill the gap of knowledge identified in the systematic review		