



**PTA 202 Syllabus
SEMESTER
School of Nursing and Health Professions**

Course Name: PTA Evidence Based Practice

Course & Section Number: PTA 202 – XXX

Meeting Day(s) & Time(s):

Credits: 3

Contact Hours: 3 - lecture

Office Hours & Location:

OCC Phone:

OCC Email:

Additional Contact Information:

*Please call me (name); it is preferred name. Please use only Owens' email for course communications.

*The PTA Student Handbook contains many relevant policies and procedures related to the course including grading, assignments, testing, and more. Students are responsible for the program policies noted in the handbook relating to the work in this course.

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.

Catalog description:

This course builds on evidence-based practice discussions throughout the PTA curriculum. An overview of research methods, data analysis, and the importance of evidence-based practice in physical therapy are discussed. Students apply scientific knowledge of the physical therapy profession by completing a team research project and presenting their findings.

Corequisites: PTA 211

Course Materials:

Required:

1. Blackboard access to several PDF documents.
2. Scorebuilders Insight Access

Recommended:

1. Bathazar, C, and Vendrely, A. Rehabilitation Research (6th Ed). Philadelphia, PA: W.B. Saunders Company, 2021. Elsevier.
2. Giles, S. M. (2024). PTAEXAM: The Complete Study Guide. Scorebuilders.

What You Will Learn in the Course

Course Objectives

The course will:

1. Describe the importance of evidence-based practice in physical therapy.
2. Explain the role of the physical therapist assistant in evidence-based practice and research.
3. Explain the importance of informed consent to evidence-based practice and physical therapy treatment.
4. Show students how to prioritize leadership and collaboration during a team research project.

Student Learning Outcomes

The student will:

Outcome	Evaluation Measure (where assessed)
1. Compare various types of research studies.	Outline, Exam
2. Explain qualitative versus quantitative research and their impact in the physical therapy profession.	Outline, Journal Article, Exam
3. Identify how reliability, validity, sensitivity, and specificity play a role in evidence-based practice in physical therapy.	Outline, Journal Article, Exam
4. Discuss how evidence-based practice may affect the choice and use of selected interventions.	Details Form, Outline, Journal article; PPT Poster Slide, PPT Slideshow, Poster and Symposium Presentation, IPE Reflection
5. Design and implement a team research project that adds to the knowledge and supports the values of the physical therapy profession.	Consent forms, Details form, Article rough draft, Journal article, Team contract, Team member feedback form, PPT Poster Slide, PPT Slideshow, Poster and Symposium Presentation
6. Analyze the results of the research project utilizing selected statistical evidence and present findings to stakeholders of the physical therapy profession.	OPTA CE Information, Journal Article, PPT Poster Slide, PPT Slideshow, Poster and Symposium Presentation, Soft presentation feedback form

PTA Program Outcomes

The following program outcomes are assessed in this course

Outcome	Evaluation Measure (where assessed)
The Program will graduate individuals who are safe with patient care.	Exam, Consent Forms, Details Form, PPT Poster Slide, PPT Slideshow, Poster and Symposium Presentation
The Program will graduate individuals who demonstrate effective clinical problem-solving skills.	Journal Article, PPT Poster Slide, PPT Slideshow, Poster and Symposium Presentation

Institutional General Education Competencies

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, these competencies will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Competency	Evaluation Measure (where assessed)
Communicate effectively.	Team contract; Team member-feedback form
Act with professional responsibility.	Implementing research study to participants
Think analytically, critically, and creatively.	PowerPoint Presentation and Slide; Journal Article

Technology, Lab, and File Requirements

Students should refer to the PTA Student Handbook for specific policies and procedures related to technology, lab, and file requirements.

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections

(College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu. The policy may be found on the Owens website: 3358:11-2-63 Accommodation for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI:

Students should refer to the PTA Student Handbook for the AI policy.

Student Responsibilities & Instructor Expectations

Students should refer to the PTA Student Handbook for policies and procedures related to classroom preparedness, classroom behaviors and expectations, attendance, open lab, office hours, and communication expectations.

Additional Assignment Responsibilities

Students are to be familiar with the assignment calendar and how to submit assignments (on the assignment instructions on the blackboard shell). It is the responsibility of the student to utilize all resources provided by the instructor for successful completion and submission of assignments.

In this course, students are required by law to obtain consent forms for individuals participating in the research project. If a student does not obtain and/or submit the required consent forms for the research participants in which they are responsible, that student will incur an Owens Community College's School of Nursing and Health Programs (SNHP) **Group I offense**. This will lead to an automatic failure of the course with **immediate and permanent dismissal** from Owens Community College's SNHP and Physical Therapist Assistant program.

In this course, research projects conducted by student groups must fall within the Institutional Review Board (IRB) guidelines of exemption. These guidelines are located on the course Blackboard shell for review. Research conducted that does not fall within the IRB exemption guidelines violates the College's Institutional Review Board for Research Policy found here: https://www.owens.edu/media/trustees/board_policies/11-4-19.pdf. Students violating this policy will automatically fail the course.

How Grades are Determined and Major Assignments

Lecture

Assignments designated with a (g) are group assignments.

Assignments designated with an (i) are individual assignments.

Evaluation Measure	Student Learning Outcomes Assessed	Value (points)
(i) IPE Reflection	4	0 (Must be completed to pass course)
(g) Outline	1-4	20
(g) Research Study Details Form	4	10
(i) Consent forms	4	0 (If not obtained and/or not submitted, the student responsible will automatically fail the course.)
(g) OPTA CE Information	4	10
(g) Team Contract	5	10
(g) Article Rough Draft	1-6	20
(g) Powerpoint Poster Slide	1-6	75
(i) Soft presentation-peer feedback (in class)	6	5
(g) Powerpoint Presentation Slideshow	1-6	60
(g) Poster & Symposium Presentation	1-6	70
(g) Journal Article	1-6	100
(i) Team member- feedback form	6	15
(i) Exam (all posted lecture materials on BB shell)	1-4	30
Total		425
Points required to pass the course (minimum of 77.0%)		327.25

The final course grade is to be computed using the following weights.

Evaluation Measure	Value	Student Learning Outcomes
Lecture total	100 %	1-6

Grading Scale and Procedure

Letter Grade	Associated Percentage	Points
A	100%- 93.0%	425- 395.25
B	92.9% – 85.0%	394.83- 361.25
C	84.9%– 77.0%	360.83- 327.25
D	76.9% – 70.0%	326.83- 297.5
F	69.9% and below	297.08-0

*Students should refer to the PTA Student Handbook to review additional policies and procedures related to grading, turning in assignments, and how to pass PTA-technical courses.

Tentative Class Assignments:

Week	SLO	Tuesdays and Thursdays
9	4-5	In-Class Activities: Syllabus and assignment overview, research project discussion, final decision making, official title of research, outline and details form, register for UF IPE event Pre-Class Reading/Viewing: Outline and research study detail form posted on BB; IRB requirements • Hypothesis generation • Informed consent and IRB • Privacy and protection • Recruiting participants Assignments: Outline – Due DATE Research Study Detail Form – DATE
10	4-5	In-Class Activities: Start data collection; Discuss submitted research outlines; Work on OPTA CE documents, rough draft, and team contract Pre-Class Reading/Viewing: OPTA CE documents, article rough draft, team contract • APA Guidelines • APA style example manuscript • Components of journal article Assignments: Participant consent forms – DATE OPTA CE Information – DATE Team contract – DATE ----- *On DATE, all Findlay and Toledo PTA students will attend the University of Findlay IPE event in collaboration with PARTNER from TIME.
11	3-5	In-Class Activities: Start day in EC 049 to review previous posters, work on rough draft, complete poster basics, choose PPT slideshow template Pre-Class Reading/Viewing: • SB pgs 724-725 • Types of validity • Threats to validity • Descriptive statistics

		Assignments: Article Rough Draft – DATE
12	1, 4-5	In-Class Activities: Discuss/Review proposal and paper; Discuss PPT Poster Slide as well as PPT Presentation Slideshow, Discuss soft team presentations Pre-Class Reading/Viewing: • Research studies • Sensitivity-Specificity • Quantitative/Qualitative research Assignments: None
13 *Finish data collection DATE	4-6	In-Class Activities: Review proposal feedback; Discuss research paper, PPT poster slide, and PPT presentation slides formats/rubrics/grading; Discuss soft team presentations Pre-Class Reading/Viewing: Assignments: None
14	4-6	In-Class Activities: Soft team presentations (Chloe's and peer feedback), discuss poster presentation and research symposium Pre-Class Reading/Viewing: Review the assignments as noted below and that are due this week Assignments: PPT Poster Slide – DATE email as a PPT file and upload to BB PPT Presentation Slideshow – DATE email PPT file and upload to BB

15	4-6	Poster Presentation & Research Symposium DATE TOLEDO CAMPUS TIME: Arrive on campus to HEC XXX. Set up easels and posters. TIME: Face to face poster presentations. TIME: Move easels and posters to Veteran's Hall XXX. Group discussion re: evening presentations. ----- TIME: Free time. ----- TIME: On campus in Veteran's Hall XXX. Review presentation order and practice. Discuss end of evening. Appoint volunteers for final clean up. TIME: Registration of attendees to CEU event. Mingle and chat with guests. Greet guests and assist them in getting into the building. TIME: Research Symposium TIME: Thank guests for attending. Volunteers help take down easels and posters. Exit. Scorebuilders' Review Course DATE FINDLAY CAMPUS TIME: Arrive on campus in FCE XXX. Bring large study guides, laptop devices, items for notes, water, snacks, and an open mind. Class on DATE: TIME Class on DATE: TIME *The Findlay Grill is open TIME on DATE. Online ordering is available on the Owens webpage. Campus is 10 minutes from most eateries.
16 Scorebuilders' Exam One As noted	1-3	Assignments/Tests: PTA 202 Exam DATE *Extended dates due to week #15 events. *Students may complete this exam at either testing center (appointment required due to high volume).

PEAT #1	Scorebuilders' Exam One: <u>Time:</u> TIME <u>Location:</u> Per student survey response <u>Date:</u> DATE (Findlay cohort) & DATE (Toledo cohort) <u>Note:</u> Students will briefly check in with PERSON after they complete their exam. Exam autopsy assignment is due to the 2026 PTA Cohort shell by DATE. See cohort shell for details. Journal Article – DATE Team member feedback forms – DATE *You will need to complete one team member feedback form for each of your team members. * PEAT Exam One: Check the Important Dates list found on the YEAR PTA Cohort Shell for more details.
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