



**Jordan University of Science and Technology**  
**Faculty of Applied Medical Sciences**  
**Physical Therapy Department**

P.T750 Evidence Based Practice In Physical Therapy - JNQF Level: 9

First Semester 2024-2025

**Course Catalog**

3 Credit Hours. This course is an introduction to the concepts of evidence-based practice as it relates to physical therapy. The course will integrate classroom lectures and discussions to help students learn how research evidence impacts physical therapy practice. Additionally, students will be provided with hands-on opportunities to develop and refine strategies to locate evidence to answer important clinical questions.

**Teaching Method:** Blended

**Text Book**

<b>Title</b>	Evidence-Based Medicine ? How to Practice and Teach EBP
<b>Author(s)</b>	Straus SE, Richardson WS, Glasziou P, Haynes RB
<b>Edition</b>	4th Edition
<b>Short Name</b>	Ref #1
<b>Other Information</b>	

**Instructor**

<b>Name</b>	<b>Dr. Mohammad Yabroudi</b>
<b>Office Location</b>	-
<b>Office Hours</b>	Sun : 15:30 - 16:30 Mon : 11:00 - 13:00 Tue : 15:30 - 16:30 Wed : 11:00 - 13:00
<b>Email</b>	m.yabroudi@just.edu.jo

**Class Schedule & Room**

Section 1:

Lecture Time: Thu : 14:30 - 16:30

Room: N4201

**Tentative List of Topics Covered**

<b>Weeks</b>	<b>Topic</b>	<b>References</b>
Week 1	Course Syllabus	
Week 2	Introduction to Evidence-Based Practice	<b>? Reading ? Introduction &amp; Whitman J et al. Physical Therapy. 83:486-496. From Ref #1</b>
Week 3	Process of Evidence-Based Practice	From <b>Ref #1</b>
Week 3	Asking an Answerable Clinical Question & What is the Best Evidence?	<b>? Reading ? Chapters 1 &amp; 2 ? Clinical scenario and question due From Ref #1</b>
Week 4	Finding the Best Evidence - Computer Lab-Library	
Week 5	Finding the Best Evidence - Computer Lab-Library	
Week 6	Best Research Evidence for Therapy	<b>Reading ? Chapter 5 From Ref #1</b>
Week 7	Best Research Evidence for Therapy	<b>Reading ? Chapter 5 From Ref #1</b>
Week 8	Best Research Evidence for Therapy	<b>Reading ? Chapter 5 From Ref #1</b>
Week 10	Best Research Evidence for Diagnosis and Screening	<b>Reading ? Chapter 3 From Ref #1</b>
Week 11	Best Research Evidence for Diagnosis and Screening	<b>Reading ? Chapter 3 From Ref #1</b>
Week 12	Best Research Evidence for Diagnosis and Screening	<b>Reading ? Chapter 3 From Ref #1</b>
Week 13	Meta-Analysis	<b>? Reading ? Heidi Israel et al 2011 Final project due From Ref #1</b>

<b>Mapping of Course Outcomes to Program Outcomes and NQF Outcomes</b>	<b>Course Outcome Weight (Out of 100%)</b>	<b>Assessment method</b>
Convert the need for information to an answerable question. [1L9K2]	20%	
Locate and retrieve the best available research evidence to answer specific clinical questions. [1L9S3]	20%	

Critically appraising the evidence for validity, reliability, and applicability. [1L9K2]	40%	
Integrate the current best available evidence in the decision-making process [1L9S2, 1L9C4]	20%	

Relationship to NQF Outcomes (Out of 100%)			
L9K2	L9S2	L9C4	L9S3
60	10	10	20

Evaluation	
Assessment Tool	Weight
Midterm Exam	35%
Project	30%
Final Exam	35%

Policy	
General course policy	<p>Attendance policy: Students are expected to attend all or more than 90% of lectures. All absences will be entered electronically into the University site. If you are absent in three consecutive lectures you will be banned from the course after electronic notification from the university through student e-mail.</p> <p>Plagiarism: All learning activities should be of the student's own work unless instructed differently. The instructor will follow JUST's roles and regulations in the cases of cheating and/or plagiarism. Group discussions are highly recommended, however, it's crucial for each student to submit individual assignments unless indicated otherwise. Plagiarism is not allowed, including copying from books, articles, or websites. The course instructor reserves the right to fail a student in an assignment if the plagiarism rules are breached.</p> <p>Feedback and asking questions: Students can ask any questions during lectures and the announced office hours. Concerns or complaints should be expressed in the first instance to the course coordinator. If no resolution is forthcoming, then the issue should be brought to the attention of the Department Chair and if still unresolved to the Dean. Questions about E-learning materials and journal articles, clinical guidelines, and assessment methods can be also sent by e-mail to the following address: <a href="mailto:m.yabroudi@just.edu.jo">m.yabroudi@just.edu.jo</a></p> <p>Statement on Disability: Any student in this course who needs accommodation because of a disability in order to complete the course requirements should contact me as soon as possible.</p> <p>Statement of Acceptance of Syllabus: Any student who does not understand or accept the contents and terms of this syllabus must notify the course coordinator in writing within one week of receiving the syllabus. The syllabus is subject to change based on needs assessment at any time.</p>

Project policy	<p>Each student will submit a project modeled after the former Evidence in Practice course is completed. The purpose of the Evidence in Practice course in Physical Therapy was to illustrate how to find and interpret the available evidence to answer meaningful clinical questions. In this project, the student will identify an answerable, clinically meaningful question, identify, and critically appraise the best available evidence to answer the question, and summarize the results of the process to provide an answer for the question. It is recognized that the best form of available evidence may not be the most optimal form of evidence for supporting a clinical question, and this should be reflected in the summary of the results. Questions may deal with any aspect of physical therapy related to diagnosis, prognosis, or intervention. The format of the report should follow the format used in the Evidence-Based Practice in Physical Therapy (for example see Whitman et al. Physical Therapy 83:486-496, 2003). This should include the clinical scenario and question, database(s) used for the search, description of the search strategy and results of the search, a description of the process to select articles for review, presentation, and interpretation of selected articles that are deemed relevant to the clinical question and final clinical decision-making process to answer the question. Abstracts of selected articles should be included in the text of the paper and should be accompanied by a brief statement of the validity, importance, and applicability of the evidence relative to the clinical question. All references should be formatted using the Vancouver style. A draft of the clinical scenario and question is due Oct 29th. The final project must be typed and submitted by January 4th, 2024.</p>
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