DPT 897 Doctoral Research

Units: 1 (per semester), Clock Hours: Supervision 45 (per semester)

Summer I, Fall II, Spring II, Summer II

Time: To be determined by Doctoral Chairperson
Location: To be determined by Doctoral Chairperson

Instructor: Mitchell J. Rauh, PhD, PT, MPH, FACSM
Office: ENS 141
Phone: (619) 594-3706
Office hours: By appointment
E-mail: mrauh@mail.sdsu.edu

Course Prerequisites
Admission to the physical therapy program and completion of all prior coursework.

Course Materials
Required Text and Readings
- There are no required texts for this course.

Additional or Recommended Text and Readings
- As recommended by individual Doctoral Project Faculty advisor

Purpose/Course Overview
The culmination of the research component of the DPT program is the completion of the doctoral project. The scope of the doctoral project should be a unique contribution of high scholarly merit leading to new understanding and applications. The student is expected to use and apply knowledge in innovative ways, or to extend the knowledge and practice of his/her profession. Given that a component of the program mission focuses on evidence-based practice, the student should demonstrate an ability to use the best available evidence to guide the doctoral project content and process. The doctoral project should (1) reveal the student's ability to analyze, interpret, and synthesize information; (2) demonstrate the student's knowledge of the literature relating to the doctoral project or at least acknowledge prior scholarship on which the doctoral project is based; (3) describe the methods and procedures used; (4) present results in a sequential and logical manner; and (5) display the student's ability to discuss fully and coherently the meaning of the results.

Process
1. The Doctoral Project process will begin in the DPT 881 EBP I course in the Fall 1 semester.
2. Most doctoral projects will be proposed by DPT faculty and addresses a facet of faculty research interests.
3. During the final weeks of DPT 881, faculty whom will chair a doctoral project(s) will propose their doctoral project. Students will identify preference for 5 doctoral project topics, in priority order. Students then will be assigned into groups of 3-7 students depending upon the research topic.
4. All study topics proposed by faculty will be feasible in nature so that projects which include data collection for the Doctoral Project should be completed prior to the first clinical internship in Fall 3 semester. Doctoral projects with data collection that may extend into Fall 3/Spring 3 semester will be disclosed by the specific chairperson when the topic is proposed. NOTE: Students who are assigned to a doctoral project that may extend into the Fall 3/Spring semester may be required to have all clinical internships assigned in the San Diego County region.
5. The faculty member that proposed a specific project topic will serve as the faculty committee chairperson or member for that group. The formation of the full Doctoral Committee should be approved during Spring 1 if possible.
6. As part of the DPT 882 EBP II course in Spring 1, students will complete a proposal for their Doctoral Project.
7. By the end of Summer 2, each doctoral project group is expected to have:
   a) Received approval of their Doctoral Project proposal which has specified the project design and related methodology,
b) received IRB approval,
c) completed data collection (if appropriate)
d) and initiated the analyses of their study (if appropriate).

8. Thus, to help achieve #6, students in each Doctoral Project group must enroll in DPT 897 Doctoral Research during Summer 1, Fall 2, Spring 2, and Summer 2 semesters.

9. The students must complete the final Doctoral Project abstract and poster, and orally defend their findings during the Spring 3 semester.

10. The final draft (or revised draft if requested by the group’s Doctoral Committee) of the Doctoral Project will be submitted to the DPT program by the specified deadline date (which will be before the end of Spring 3) in order to graduate. If the final product is not submitted by the date specified, the student’s graduation will be delayed until Summer (August).

Teaching Methods and Learning Experiences
Learning in this course will occur through several evidence-based practice/research methods courses and participation in a research study. In addition, assimilation of knowledge occurs as the research experience will allow students to apply research method principles and statistical concepts, and gain additional experience with on-line/electronic search engines and/or statistical software packages. Furthermore, students will learn the process of professional revision of such a paper as they receive feedback from their advisors.

Student Learning Outcomes
At the completion of the doctoral research, depending upon which stage the project is in, the student will be able to:

1. Discuss privacy and rights issues involved with obtaining a subject sample.
2. As appropriate, develop a participant consent form.*
3. As appropriate, develop standardized forms on which to record data.*
4. As appropriate, collect data and assist other faculty members/researchers in data collection.*
5. As appropriate, provide and discuss the details of obtaining exact and objective measurements.*
6. Provide and discuss the statistical analyses that are appropriate for the current project.†
7. Participate in the statistical analysis of research data.†
8. Analyze and discuss the clinical relevance of the statistical results with appropriate electronic information technology and databases and statistical software packages.†
9. Demonstrate competence in writing and reporting of research results for an abstract that may be submitted to a professional meeting for platform or poster peer-review.

*Some doctoral groups will use existing data bases for their doctoral projects.
† Some doctoral projects will not require statistical analyses (e.g., systematic review)

Doctoral Project Committee
All Doctoral Project requirements are to be overseen by Doctoral Project committees. However, for the DPT 897 research sequence, it will largely be the Faculty Advisor/Doctoral Project Chair who will provide guidance, supervision, support for the development and completion of the project. Other Doctoral Project Committee members will advise and mentor as appropriate.

Adherence to Federal Regulations and Appropriate Approvals
Appropriate Institutional Review Board (IRB) approval shall be obtained prior to conducting any research involving human subjects. All doctoral projects must also adhere to Health Information Portability and Accountability Act (HIPAA) requirements involving any human subjects. Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data.

Course Outline:
The schedule for each course (semester):

1. Per step #7 of the “Process” above, each Doctoral Project group will continue to meet with their
respective Doctoral Project Chairperson (and/or Committee as appropriate) during Summer 1, Fall 2, Spring 2, and Summer 2. During those semesters, the Doctoral Project Chairperson will assist his/her group with data collection, data analysis, research writing and formal presentations. Other Doctoral Committee members will contribute as appropriate.

2. Each student in the Doctoral Project group will be expected to give an updates of his/her participation in the doctoral project, and to work closely with their Doctoral Project Chairperson.

3. Each Doctoral Project group is expected to provide regular updates of their progress to the Doctoral Project Chairperson.

**Grading Criteria**
This course is graded on a Credit /No credit basis. To receive credit, students will be required to complete a form under the direction of their Doctoral Project Chairperson. The Doctoral Project Chairperson will come to a consensus on the grading (Credit/No credit) for this portion of the class. This grading will be based on the quality of the student’s participation, effort, timeliness, meeting deadlines, and overall progress toward completion of the project's goals.

1. Complete and submit a form on his/her participation in the doctoral project.
2. Fulfill all of the criteria outlined in the rubric listed within this document.

**Course Policies**

1. **Mutual Respect**: “The Golden Rule.” Students are expected to treat fellow students and faculty members with the respect that they would like to be shown. A relaxed, professional atmosphere in class with participation from the students is essential for the learning process. Please ask questions in a respectful manner—questions enhance the total learning experience.

2. **Class Participation**: Participation during project group meetings is necessary and considered an integral part of your learning in the course.

3. **Professional Behaviors**: Successful completion of the course is dependent upon the student’s demonstration of behaviors consistent with those outlined in the Professional Behaviors document (see Appendix). Student behaviors that are not consistent with those identified in the Professional Behaviors document will be addressed with each student individually. An action plan will be developed for those students who require remediation (a prior version of this document was titled “Generic Abilities”).

4. **Academic Honesty**: Please refer to the DPT Student Handbook & University Graduate Bulletin for policies regarding academic honesty (particularly on plagiarism).

5. **Class (Meeting) Attendance**: One of the professional responsibilities of a physical therapy or graduate student is to attend every scheduled doctoral project meeting. The doctoral project includes significant opportunities for collaborative learning, where interaction between and among students and faculty are critical components of the students' learning. Therefore, these learning experiences cannot be repeated and your attendance is a professional responsibility. In the event the student is absent due to illness or an emergent circumstance, the instructor must be notified before a meeting begins. The student is responsible for material covered while absent.

   **Corrective action for unexcused absences**: Attending meetings are expected during the entire doctoral project research courses (Summer 1, Fall 2, Spring 2, Summer 2) sequence. Missing class adversely affects the learning experience and contributes to poor performance. **Two unexcused absences in a course will result in a grade of failure for that course (semester).** Please see your student handbook for complete details on policies for attendance and absences.

6. **Classroom (Meeting) Tardiness**: Please see Student handbook for the policy on tardiness.

7. **Attire (for DPT students)**: Please refer to the DPT Student Handbook for policies regarding dress attire.
8. **Grade Disputes**: If you would like to dispute your grade (i.e., credit vs no credit) you must do so in writing within 48 hours of the final grade. In your written dispute, you must include your rationale for the dispute and any related references.

9. **Social Media**: Students are expected to refrain from phone calls, text-messaging and online social networking during class and laboratory sessions.

10. **Religious Holidays**: A student whom is unable to participate in any class, examination, or assignment due to his or her religious holy day requirements shall not be penalized, provided the instructor has been notified in writing one week prior to the absence.

11. **Students with Disabilities**: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated. If you have a documented disability, please provide me with this documentation by the second class meeting so that reasonable accommodations can be made.

12. **Professional Behavior Statement**
   Entrance into the program of study in physical therapy at San Diego State University signifies a commitment to a doctoring profession, which entails a consistent demonstration of specific knowledge, skills and attitudes. Professional behaviors are a defining element of a doctoring profession. Thus, integration of professional behaviors is a key aspect of the professional socialization process, which begins in the educational program. The following professional behaviors (adopted from objectives 1-6 of the APTA Clinical Performance Instrument) are expected of all doctoral physical therapy learners:
   
   - Practice in a safe manner that minimizes risk to the patient, self, and others;
   - Demonstrate professional behavior in all situations;
   - Practice in a manner consistent with established legal and ethical practice standards;
   - Communicate in ways that are congruent with situational needs;
   - Adapt delivery of physical therapy services with consideration for patient’s differences, values, preferences, and needs;
   - Participates in self-assessment to improve clinical and professional performance.

*This syllabus and schedule are subject to change in the event of extenuating circumstances.*
Appendix A

DPT 897 Doctoral Research Student Outcomes Assessment

Name  ________________________________________________  Red ID  ____________________________________________________________

Course: DPT 897 Doctoral Research I (Summer I)

Doctoral Research Project:_______________________________________________________________________________________________

For this course, you are to use the following rubric to assess your participation and contributions for your doctoral research project. The mentor will also assess your performance using the same rubric. This form must be submitted to your mentor several days before the end of the semester:

1 = Unacceptable; 2 = Satisfactory; 3 = Good; 4= Excellent

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Score</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended most doctoral project meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in doctoral project research in a professional manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took initiative in helping with aspects of doctoral research project</td>
<td></td>
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<tr>
<td>Communicated regularly with doctoral project group</td>
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<tr>
<td>Communicated regularly with Mentor</td>
<td></td>
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<tr>
<td>Kept commitment(s) to doctoral research group (Completes tasks as discussed)</td>
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<td></td>
</tr>
<tr>
<td>Kept commitment(s) made to mentor (Completes tasks as discussed)</td>
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<tr>
<td>Incorporates modifications as recommended by mentor</td>
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</tbody>
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Comments:


Appendix B

Mentor:  DPT 897 Doctoral Research Scoring Rubric
Student Outcomes Assessment

_Doctoral Research Project:_ ____________________________  _Course:_ DPT 897 Doctoral Research I (Summer I)

This form assesses behavior of the research group and individual students on generic abilities, performance criteria, and participation throughout the doctoral research project. The mentor scores each category with the following scale:

1 = Unacceptable; 2 = Satisfactory; 3 = Good; 4 = Excellent

<table>
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</tbody>
</table>

Overall evaluation of student behavior: ______

<table>
<thead>
<tr>
<th>INIDIVIDUAL STUDENT Name</th>
<th>Interpersonal and communication skills</th>
<th>Professionalism</th>
<th>Able to provide &amp; receive constructive feedback.</th>
<th>Prepared for and participates in doctoral research project tasks.</th>
<th>Contributes meaningfully to doctoral project tasks.</th>
<th>Overall Evaluation</th>
<th>Additional Comments</th>
</tr>
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