

PT 8803 Clinical Case Study
Oakland University – School of Health Sciences
Physical Therapy Program
Winter 2017

Course Description: Methods of gathering, analyzing and synthesizing evidence to support clinical decision-making and patient care will be presented. Students will complete an in-depth clinical case report using the patient management model and an evidenced-based practice approach. Students will complete a written paper and present the case report.

Credit Hours: 4

Instructor: Jacqueline S. Drouin, PT, PhD

Course information: This course is presented on-line. There are 4 online virtual meetings through WebEx on Wednesdays: Jan 3, Feb 7, Mar 7 and Mar 28; all from 7:00-9:00 pm.

Course Pre-requisites: PT 502, PT 677

Course Objectives:

At the completion of this course, the student will be able to:

1. Explain the term case report
2. Differentiate between a clinical case report and other forms of research
3. Explain and discuss the use of a case report as a research method
4. Explain and evaluate the different sections of a clinical case report
5. Outline a clinical case report using the patient management model
6. Provide an evidenced-based analysis patient examination techniques, interventions and outcomes in a case report
7. Write a patient case from your own experience using the model presented in *Writing Case Reports (3rd Ed)* and an appropriate peer-reviewed journal.
8. Complete appropriate individual and institutional documentation and training required for permission to perform a case report.
9. Present a clinical case to peers

Description of teaching methods and learning experiences: This is a capstone course and students will independently complete a case report in written and oral format.

Course Requirements:

On-line Assignments	20%
• Reflective Journal 1 (5%)	
• Reflective Journal 2 (5%)	
• Case Report Review (10%)	
Human Subjects Assignments	10%
• CITI Training Completion	
Peer Review of Paper	10%
Case Report Presentation/Feedback – in class	10%
Case Report Presentation – colleagues	10%
Case Report as a Research Method Paper	10%
Case Report Final Paper	30%

Required course readings:

1. *Writing Case Reports*. 3rd Edition. Edited by Irene McEwen, PT, PhD. American Physical Therapy Association. 2009. ISBN 978-931369-62-6
2. Other course readings are available on the Moodle website.

Academic conduct statement:

Students will to adhere to the procedures for Academic Conduct described in the University Graduate Catalog. Please read and refer to the University Graduate Catalog, Policy on Academic Conduct. This policy states: “All members of the academic community . . . are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and ones work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned.” Examples of cheating include “cheating on exams, using books and/or notes when not authorized to do so, copying from someone else’s work or ideas without giving that person credit . . . Both direct quotations and paraphrases must be documented. Even if students rephrase, condense, or select from another person’s work, the ideas are still the other person’s and failure to give credit constitutes plagiarism of another’s idea.” This policy applies to this course and all courses in the Physical Therapy Program. Students found guilty of academic misconduct by the university will be subject university sanctions and to sanctions from the program by the Physical Therapy Promotion and Honors Committee including probation, suspension or dismissal.

Accommodations /Disability support services statement:

Any student with a documented disability needing academic accommodations is required to speak with the Office of Disability Support Services to make arrangements. The office is located in room 106 North Foundation Hall. For information or to make an appointment call (248) 370-3266.

Emergency Preparedness Statement:

Emergency Preparedness: All students are encouraged to become familiar with the Oakland University Emergency Preparedness Website, Policies and Procedures.

See: <http://www4.oakland.edu/?id=5410&sid=188> particular, students are strongly encouraged to:

- 1) Take the 15-minute *Violence Prevention Training Course* available on the site
- 2) Sign up to receive text message alerts in the event of a major campus emergency by visiting the **Emergency Notification** Web site (Grizz ID and valid OU e-mail address required)
- 3) Know how to contact the OUPD in the event of an emergency:
 - Call **911** from any campus phone
 - Call (248) 370-3333 from a cell phone
 - Text the dispatch office at **911@oakland.edu**
 - E-mail the dispatch office at **911@oakland.edu**

Know how to **submit anonymous tips** online in non-emergency situations.

Grading Scale:

GP Numerical	Letter	Percent	GP Numerical	Letter	Percent	GP Numerical	Letter	Percent
4.0	A	100 - 96	2.9	C	79	1.9	D	69
3.9	A	95	2.8	C	78	1.8	D	68
3.8	A	94	2.7	C	77	1.7	D	67
3.7	A	93 - 92	2.6	C	76	1.6	D	66
3.6	A	91 - 90	2.5	C	75	1.5	D	65
3.5	B	89	2.4	C	74	1.4	D	64
3.4	B	88	2.3	C	73	1.3	D	63
3.3	B	87 - 86	2.2	C	72	1.2	D	62
3.2	B	85 - 84	2.1	C	71	1.1	D	61
3.1	B	83 - 82	2.0	C	70	1.0	D	60
3.0	B	80-81				0.0	E	59 and below

COURSE SCHEDULE
(BOLD CAPS INDICATES WHEN ASSIGNMENTS ARE DUE)

WEEK	TOPIC	READINGS	ASSIGNMENT
Jan 3 & Jan 10	-Guide to PT Practice -Evidence-based Practice -Research Design -ICF Model -Introduction to Clinical Case Reports	Jan 3: Course Introduction: WebEx Online 7:00-9:00 pm Jette AM. Toward a common language for function, disability, and health. <i>III Step Symposium on Translating Evidence into Practice: Linking Movement Science and Intervention</i> ; July 15-21, 2005; Salt Lake City, Utah. Portney, L.G. and Watkins, M.P. <i>Foundations of Clinical Research: Applications to Practice (3rd ed.) Chapter 1</i> , Pearson/Prentice Hall, New Jersey; 2008: 3-20 Portney, LG & Watkins, MP. 2008, <i>Foundations of Clinical Research: Applications to Practice (3rd ed.) Chapter 2</i> , Pearson/Prentice Hall, New Jersey; 2008:33-46 American Physical Therapy Association, <i>Guide to Physical Therapist Practice 2nd Ed.</i> American Physical Therapy Association, Alexandria, VA; 2001:20-58. McEwen (Ed). <ul style="list-style-type: none"> • Introduction; Chapter 1; Chapter 2 	Review articles/PT 502 class notes EBP and research design Begin to identify a case for your case report
Jan 17	Searching the Literature	McEwen <ul style="list-style-type: none"> • Chapter 3 	Finalize subject of case report Begin Literature Review REFLECTIVE JOURNAL 1 - Due 1-17
Jan 24	Measurement in Case Reports	McEwen <ul style="list-style-type: none"> • Chapters 4 – 5 	Begin Outline of case report
Jan 31	Research with Human Subjects	CITI Training Portney, LG & Watkins, MP. <i>Foundations of Clinical Research: Applications to Practice (3rd ed.) Chapter 3</i> , Pearson/Prentice Hall, New Jersey; 2008:33-46 McEwen <ul style="list-style-type: none"> • Chapter 2, pp 37-39 	Literature and outline of case report should be completed by this week Identify the journal you would want to publish your case in and download the Instructions to Authors from the journal. CASE REPORT REVIEW – - Due 1-31
Feb 7	Case Report -Introduction	Online Case Report: Introduction Overview Discussions 7:00-9:00 pm McEwen <ul style="list-style-type: none"> • Chapters 6 – 7 	Write Introduction portion of Case Report
Feb 14	Case Report -Patient Description	McEwen <ul style="list-style-type: none"> • Chapters 6 – 7 	Write Patient Description portion of Case Report CASE REPORT AS A RESEARCH METHOD – ---- Due 2-14
Feb 17-25		WINTER RECESS	WINTER RECESS
Feb 28	Case Report -Intervention -Outcomes	McEwen <ul style="list-style-type: none"> • Chapters 8-10 	Write Intervention and Outcomes portions of case report CERTIFICATE OF COMPLETION FOR CITI TRAINING – Due 2-28

Mar 7	Case Report -Discussion	Online: Case Report Discussions 7:00-9:00 pm McEwen <ul style="list-style-type: none"> Chapter 11 	Write Discussion portion of Case Report DRAFT OF PAPER DUE TO CLASSMATE FOR PEER REVIEW – Due 3-7
Mar 14	Peer Review Case Reports Presentation Preparation	Schedule presentation to peers in clinic or education setting due by April 11	-Prepare presentation -
Mar 21	Presentation Preparation	Peer Reviews due back to authors	Peer Review Feedback Due To Colleague And Instructor – Due 3-21- Prepare presentation -Post Presentation On Moodle By 3-27
Mar 28	Presentations	Case Study Presentations: Online 3-28 7:00-9:30 pm Continue work on paper	Case Study Presentations
Apr 4		Continue work on paper	Last day to post comments on other student presentations.
Apr 11	<u>ALL FINAL ASSIGNMENTS ARE DUE ON APRIL 11</u>		-Colleague Feedback -Final Paper -Reflective Journal 2
Apr 17	Classes End		

DESCRIPTION OF ASSIGNMENTS

1. REFLECTIVE JOURNALS [10% TOTAL (5% EACH)]

There will be two reflective journals for this course - one at the beginning of the course and one at the end of the course. The purpose of the initial journal entries is to provide the scope of your clinical and scholarly background and to help in goals setting for the course. The purpose of the final journal to reflect on the knowledge/skills gained through this course and then to determine whether new skills will promote scholarly appreciation in clinical practice. Journal 1 is due January 17 and Journal 2 is due April 11.

2. CASE REPORT REVIEW (10%)

For this assignment, students will find an article about a case report that is similar to the type of report (based on diagnosis, intervention, evaluation, etc.) that matches the case report that will be prepared in this course. Students should know how to search the literature from experiences in PT 502 and other courses completed in entry-level or post-entry level degrees.

In your text, McEwen states, “Physical Therapy (PTJ) alone has published hundreds of case reports since 1980, with more than half published since the first edition of this book was published.” (p 17), so it should be possible to find an article that reflects the student’s areas of interest.

For the review, students will:

- Briefly summarize the article.
 - Describe how it reflects your area of interest/why you chose this article
- Discuss how the article fulfills, where appropriate, each of the purposes of case reports that McEwen describes in Chapter 2. Such as:
 - Shares clinical experiences
 - Illustrates evidence-based practice or develops a hypotheses for research
 - Builds problem-solving skills
 - Supports, enhances, or casts doubt on theory underlying principles
 - Persuades and motivates
 - Helps develop guidelines and pathways

Students will post their Case Report articles and their reviews on Moodle. While each person in the class does not have to post comments on other people’s articles/write-ups, it may help some students to generate more ideas about their own case. It will also help in writing the final reflective journal that discusses some of the purposes and items described in the review articles, as discussed by McEwen and performed in the final paper. The Case Report Review is due January 31.

3. IDENTIFICATION OF JOURNAL FOR INSTRUCTIONS TO AUTHORS

Students will identify a journal that would be suitable for publication of a case report by the first week in February. Make sure the journal accepts case reports; this may require contacting the editors. Download the Instructions to Authors to use for writing the final paper. Include a copy of the Instructions to Authors with the submission of the final paper.

4. CASE REPORT AS A RESEARCH METHOD PAPER (10%)

For this assignment, students will find articles about the use of case studies/case reports to support their use as an appropriate research method. For example, appropriate articles my focus on: the pros and cons of using case reports for evidence; the reliability/validity/generalizability of evidence from case reports; or contributions of case reports to the body of knowledge in the literature. Students can also use the text as a model to develop the Introduction to this paper on the use of case reports. An example is the article by Vandembroucke JP, titled: Case reports in an evidence-based world. *J R Soc Med.* 1999;92(4):159-163. The approximate length of the Case Report As a Research Method paper is 5 pages. This assignment is due February 14.

5. HUMAN SUBJECTS ASSIGNMENTS: CITI Training (10%)

There is a link to the CITI Training on OU's website (OU website → Research (at the very top of the home page) → Regulatory Compliance (in list/rectangles on the left) → CITI Training is in the "Other Resources" box on the right hand side/about the middle of the page.

The log-in is the student's OU email address. Complete the (1) student course, (2) the module on "Records Based Research", and (3) the module on "Health Information Security and Privacy". This assignment is due February 28.

6. PEER REVIEW OF FINAL PAPER DRAFT (10%)

Each person will review a first draft of another student's paper. The student will review the paper of the person next alphabetically by last name in this course. The final student in the alphabetic sequence will review the paper of the first student alphabetically ordered.

Once a student receives the assigned draft paper (draft due to peer reviewer by March 7th), they will have two weeks to review the draft and return it to the author and course instructor. Use track changes to provide comments/questions/suggestions for improving the paper. Provide the reviews back to the student and the course instructor by March 21. The grading rubric for the final paper can be used as a model for this review.

7. CASE REPORT PRESENTATION – IN CLASS (10%)

Students will develop a power point presentation of their case report. Case Study presentations to the class using Webex are on Wednesday, March 28, between 7:00-9:30 pm, but there is some flexibility in changing that date if there is a conflict in your schedule(s). The PowerPoint should be approximately 10-15 minutes

with additional time for questions and discussion. The presentation should have no more than 20 slides. The presentation should include the same information as the paper – see the Grading Rubric for the paper that will be posted on Moodle with the list of what information goes in each section of the paper/presentation. In class presentations must be posted by March 27.

In addition to the presentation, students will be responsible for posting at least one comment on everyone else's presentation by April 4th.

8. CASE REPORT PRESENTATION TO COLLEAGUES (10%)

Students will present (1) an overview of case reports based on the information from McEwen's text, and (2) your case report as an example to colleagues in a clinical setting. The overview should be no more than approximately 5 minutes and the presentation of your case should be the same as what you present to the class. Most students have done these presentations during lunch or as part of an in-service to their coworkers. In addition, you are required to document information about the participants (profession/years in practice/etc.); who attend the presentation (there must be at least three people); and gather feedback from the participants about the content and method of the presentation. Determine whether the information was helpful to them; how the information about case reports might be helpful in the clinical setting; and any other information/comments they may want to share. A Colleague Feedback Form posted on Moodle can be used to gather this information. At a minimum, students must gather the information on the form, but there may be other information that students can report related to the development of clinical practice and professional growth related to case study reports. Students can discuss these ideas on Moodle and make changes on the feedback form if necessary. Students must present their case to their colleagues and return their feedback forms by April 11.

9. CASE REPORT FINAL PAPER (30%)

The Final paper as described below is due by April 11.

The Final Paper will consist of the following:

1. First, identify a journal in which to publish the case study. Second, download the journal's "Instructions to Authors". Remember to submit these instructions with the final paper.
2. Institutional Review Board (IRB) Information/Participant Consent/Facility Permission
 - a. IRB Information: Because a case report is not considered to be human subjects research by Oakland's IRB due to the limits of generalizing the study beyond the one individual who is the subject of a case, students do not have to complete an IRB application. However, most journals now require authors to have an approval, exemption or some type of documentation from the IRB stating that their project is not considered human subjects research. For that reason, you will need to prepare a draft of an email/letter to the Research Office/IRB requesting documentation that OU's IRB does not consider a case report to be human subjects research. A template is provided for this document on Moodle.
 - b. Participant Consent: Although IRB approval is not required, written consent from the subject is required to use their information in the case report. A consent template is provided to use for the Participant Consent on Moodle.
 - c. Facility Permission: Determine whether your clinic/hospital requires any forms or procedures for obtaining permission to ask a client if they would be willing to be the subject of the case report that is part of the course requirements for PT 8803 and to

complete the case at your clinic. Follow your clinic's procedures for obtaining permission from your client to be the subject of your case report and submit a permission letter from your facility granting you permission to ask an individual to serve as the subject of your case and to collect data for the case.

3. **A 15-20 page Case Report following (1) the guidelines in Writing Case Reports by McEwen and (2) the "Instructions to Authors" for the journal you think is most appropriate.**

There is a Writing Center at Oakland that can help you with writing your paper if you feel you need help. You can find information on the OU website by searching "Writing Center" or the URL is <http://www.oakland.edu/ouwc/>.
