



Dates: 8/28/23 -10/22/23

Meeting Day/Time: Online

Location: Remote

Credit Hours: 3

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

INSTRUCTOR INFORMATION



Instructor: Dr. Nicole Cosby, PhD, ATC

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Cell Phone: 951.515.3054

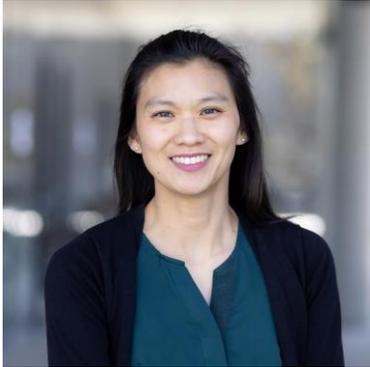
Email: nicolecosby@pointloma.edu



Instructor: Brent Alvar, PhD, CSCS*D

Office Phone: 619.849.3005

Email: balvar@pointloma.edu



Instructor: Mariel Schmidt, MOT, OTR/L

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COURSE DESCRIPTION

This course will enable students to practice the judicious use of current best evidence in making decisions about the care of individual patients and clients. Students will learn to integrate the best external evidence with their clinical expertise and patient concerns to ask a focused question to satisfy the health needs of a specific patient; find the best evidence by searching the literature; critically appraise the literature; apply the results in clinical practice; and evaluate the outcomes in patients.

COURSE AIM

This course is intended to help you acquire the fundamental skills of reading and evaluating the research published by others and developing your own research plans in Kinesiology. A combination of approaches will be used including reading and discussion of research methods, group analysis of research examples, and preparing various elements of a research proposal. As this is a graduate course, there is considerable online discussion around theoretical material. This requires you to read the assigned material and interact with it through various methods (e.g., online quizzes, discussions, etc.).

INSTITUTIONAL LEARNING OUTCOMES (ILO)

- 1. Learning, Informed by our Faith in Christ**
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
- 2. Growing, In a Christ-Centered Faith Community**
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.
- 3. Serving, In a Context of Christian Faith**
Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

The Point Loma Nazarene University MS-KIN graduate will be able to

1. Appraise current research data in Kinesiology and integrate it into professional practice to solve relevant problems and make effective decisions.
2. Work independently and with a team to persuasively communicate essential information in their discipline.
3. Demonstrate appropriate breadth of knowledge of the background and principle research in their specialization in order to conduct an independent research project.
4. Serve various populations, integrating compassionate care and the Christian faith with their professional practice.
5. Pursue an active and growing involvement in their discipline by achieving advanced certification and/or membership in a related professional organization.

COURSE LEARNING OUTCOMES (CLO)

The following learning outcomes will be achieved by students in this course:

1. Explain the value and importance of evidence-based practice as it relates to solving relevant problems within the exercise and sport sciences. *See *Information Literacy later in this syllabus*.
2. Employ a systematic approach (e.g., five step approach) to create and answer a relevant clinical question using a pre-defined question format (e.g., PICO= Patients, Intervention, Comparison, Outcomes).
3. Utilize databases and online critical appraisal libraries to conduct a literature search (e.g., Boolean search, Medical Subject Headings) to answer a relevant clinical question.
4. Use standard criteria or developed scales (e.g., Physiotherapy Evidence Database Scale [PEDro], Oxford Centre for Evidence Based Medicine Scale) to critically appraise the structure, rigor, and overall quality of research evidence and determine the efficacy of a clinical intervention.
5. Explain clinical outcomes assessment (e.g., disablement, health-related quality of life) and describe common methods of outcomes assessment for clinical practice (patient-based and clinician-based).
6. Apply the various methods of assessing patient status and progress (e.g., global rating of change, minimal clinically important difference, and minimal detectable difference).

CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a three-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

It is anticipated that students will spend a minimum of 50 participation hours per credit hour on their course work. As a graduate course, students can expect the work in this class to be significant, and students should plan on spending 18-22 hours a week engaged in the course. The estimated time expectations for this course are shown below:

Assignments and Hours

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Online Participation in discussions, groups, etc.	--	50	--
Writing	--	50	--
Other assignments and learning activities	1	40	1
Exams and Quizzes	--	8	--
Total Course Hours	150		

RECOMMENDED RESOURCES

Hurley, W, Denegar, C, Hertel, J. (2011). LWW. *Research Methods: A Framework for Evidence Based Clinical Practice*.

RECOMMENDED

- Text: Arnold, B.L., Gansneder, B.M., & Perrin, D.H. (2005). *Research Methods in Athletic Training*. Philadelphia, PA: F.A. Davis Company.
- Course Reader and journal articles available in this Canvas course
- [AT Stills University EBM Website](#).

ASSESSMENT AND GRADING

Your grades will be posted in the Canvas Grades area no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the

comments posted in the Grades as these comments are intended to help you improve your work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Grade Weighting

Discussion Boards	40.0%
Assignments	40.0%
Quizzes & Surveys	20.0%
Total	100%

Grade Scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you

may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

LATE ASSIGNMENTS

- All assignments are to be submitted by the due date and time listed in the calendar via [Canvas](#).
- While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.
- Missed exams or quizzes may **ONLY** be made up with a legal, written excuse.
- Late work will **NOT** be accepted or graded; assignments will be considered late if posted **after midnight Pacific Standard Time on the day they are due**

INSTRUCTOR FEEDBACK

Assignments will be graded as soon after the due date as possible and grades will be posted to the Canvas gradebook. If an immediate response is needed, email or phone the instructor.

INFORMATION LITERACY

The curriculum of the MS-KIN is designed so that you develop skills in scientific writing, performing statistical analysis of data, reading and critically appraising primary literature, and incorporating current best evidence into your professional practice. Not all information is equally sound or applicable to your practice. Various assignments within this course are designed to accomplish the goal of informational literacy—to evaluate the validity and importance of information obtained from any source and use the information appropriately to solve relevant problems.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the result of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. An instructor who believes a situation involving academic dishonesty has been detected

may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. You'll find faith integration activities throughout this course. In addition, there are resources for your Christian faith journey available on the [Graduate Student Life](#) webpage. At the Balboa Regional Center, College of Health and Sciences, Rev. Kevin Portillo, M.Div. serves as Graduate Chaplain. If you have questions, have a desire to meet, or share a prayer request with Rev. Portillo, you can contact him directly at kevinportillo@pointloma.edu

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Assignments At-A-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.