**Course Syllabus**

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| **1** | **Course title** | Splinting | |
| **2** | **Course number** | 1812309 | |
| **3** | **Credit hours** | 2 | Theory 1, practical 1 |
| **Contact hours (theory, practical)** | 5 (1, 4) | |
| **4** | **Prerequisites/corequisites** | 1832305 | |
| **5** | **Program title** | Occupational Therapy | |
| **6** | **Program code** | 1802 | |
| **7** | **Awarding institution** | The University of Jordan | |
| **8** | **School** | Rehabilitation Sciences | |
| **9** | **Department** | Occupational Therapy | |
| **10** | **Course level** | Undergraduate | |
| **11** | **Year of study and semester (s)** | 3rd year, 2nd semester | |
| **12** | **Other department (s) involved in teaching the course** | None | |
| **13** | **Main teaching language** | English | |
| **14** | **Delivery method** | ☐Face to face learning ☐Blended ☐Fully online | |
| **15** | **Online platforms(s)** | ☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom  ☐Others………… | |
| **16** | **Issuing/Revision Date** |  | |

**17 Course Coordinator:**

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| --- |
| Name: Majd Jarrar Contact hours: Tuesday 12:00-15:00  Office number: 527 Phone number: -  Email: m.jarrar@ju.edu.jo |
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**18 Other instructors:**

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| None |

**19 Course Description:**

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| This course introduces students to splinting in a clinical reasoning and problem-solving approach. This course covers the theory behind the construction of all the classifications of splints. In addition, students will have the chance of hand-on-hand training to construct various upper extremity splints. |

**20 Course aims and outcomes:**

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| A- Aims:  Upon successful completion of this course, Students who attend all classes, labs, and actively participate should possess the knowledge and skill components required to fabricate splints function. Having clinical reasoning skills for making judgments, planning interventions and promoting caregiver’s involvement.  B- Students Learning Outcomes (SLOs):  Upon successful completion of this course, students will be able to:   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Program SLOs  SLOs of the course | SLO (1) | SLO (2) | SLO (3) | SLO (4) | SLO  (5) | SLO  (6) | SLO  (7) | SLO  (8) | SLO  (9) | SLO  (10) | | 1 Identify the anatomical and biomechanical principles related to splinting. | X |  |  |  |  |  |  |  |  |  | | 2 Study splitting material (thermoplastic) types and their properties |  | X |  |  |  |  |  |  |  |  | | 3 Classify and compare different splinting processes, tools and materials |  | X |  |  |  |  |  |  |  |  | | 4 Defend several clinical reasoning approaches for the fabrication of splint. |  | X |  |  |  |  |  |  |  |  | | 5 Clinically examine patients for splinting. |  |  | X |  |  |  |  |  |  |  | | 6 Plan a treatment protocol for upper extremity condition and collect the evidence from research about the effectiveness of particular splint with a population |  |  |  | X |  |  |  |  |  |  | | 7 Apply different types of splints and decide the suitability of particular patient including instruction and wearing schedule. |  |  |  |  | X |  |  |  |  |  | | 8 Construct and modify several static and dynamic splints for various conditions and population. |  |  |  |  | X |  |  |  |  |  | | 9 Use safety precautions during the lab and maintain tools, space and equipment clean |  |  |  |  |  |  |  | X |  |  | | 10 Participate actively in class discussions and attend classes |  |  |  |  |  |  |  | X |  |  | | 11 Manage professional behaviour at all times during the splitting lab including cell phone policy, mprofessional language and communication |  |  |  |  |  |  |  |  |  | X | | 12 Submit assignments on time |  |  |  |  |  |  |  |  |  | X |   Program SLOs:   1.   Use knowledge in occupational therapy philosophy, theories, models, approaches, and frameworks in the practice of occupational therapy.   2.   Apply the therapeutic use of occupation for individuals of different age groups and communities, within contemporary and future settings such as hospitals, schools, and homes etc, and with different diagnoses (such as paediatrics, neurological, physical, and psychiatry)   3.   Assess and evaluate individual and environmental barriers to occupational performance, using a variety of formal, informal, standardised, and non-standardised assessment tools and methods   4.   Develop treatment plans collaboratively with clients, demonstrating application of best evidence, effective use of resources and client-centred practice.   5.   Implement, identify and critically evaluate interventions.   6.   Document, evaluation results and progress using a variety of methods (including accurate evaluation forms/progress notes/discharge records), demonstrating the ability to adapt communication styles to meet different needs of practice   7.   Demonstrate an understanding of service management principles and the government, economic, social and political issues that affect clinical practice.   8.   Respect the rights, culture, dignity, confidentiality and individuality of clients and their families expected by the profession and realize the importance of client-centred practice with people from diverse backgrounds and advocate as a professional for the occupational therapy services offered and for the recipients of those services.   9.   Develop problem solving strategies, clinical reasoning and critical reflection on practical scenarios, and synthesise knowledge through evaluation   10. Reflect skilful communication, leadership, time management, lifelong learning, using appropriate communication technologies and scientific research, work within a team, has the ability to think critically and solve problems.   11. Bear the responsibilities and exercise his rights and duties within the value system of society and public morals, and he has self-confidence and independence of personality and communicate with others orally and written in an effective and kind way. |

**21. Topic Outline and Schedule:**

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| | Week | Meeting  Type | Topic | Student Learning Outcome | Learning Methods (Face to Face/Blended/ Fully Online) | Evaluation Methods | Resources | | --- | --- | --- | --- | --- | --- | --- | | 1 | Lecture | Introduction to the course  Foundations of the orthotics | 2 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 1 | | Lab | No lab |  | Face to face | Active participation Group discussion |  | | 2 | Lecture | Anatomical & biomechanical principles related to orthotic provision | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 4 | | Lab | Anatomical & biomechanical principles related to orthotic provision | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 4 | | 3 | Lecture | Anatomical & biomechanical principles related to orthotic provision | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 4 | | Lab | Tools and accessories used in orthosis | 3-11 | Face to face | Active participation Group discussion | - | | 4 | Lecture | Orthotic processes, tools, & techniques | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 3 | | Lab | Introducing splinting materials | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 3 | | 5 | Lecture | Clinical reasoning for splint fabrication Occupation based splinting | 2 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 5 | | Lab | Visit to the OP labs | 3-11 | Face to face | Active participation Group discussion | - | | 6 | Lecture | Orthotics for the fingers | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 12 | | Lab | Orthotics for the fingers | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 12 | | 7 | Lecture | Orthoses of the wrist | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 7 | | Lab | Orthoses of the wrist | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 7 | | 8 | Lecture | No Lecture, Exams Week |  |  |  |  | | Lab |  |  |  |  |  | | 9 | Lecture | Hand immobilization orthosis | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 9 | | Lab | Applied skills for examination and reasoning and drawing different patterns | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 9 | | 10 | Lecture | Happy Eid |  |  |  |  | | Lab |  |  |  |  |  | | 11 | Lecture | Taping, neoprene, serial casting, and soft splints | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 11 and Selected readings | | Lab | Taping, neoprene, serial casting, and soft splints | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 11 and Selected readings | | 12 | Lecture | Orthotic intervention for Pediatric and older adults | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 16 and 17 | | Lab | Thumb immobilization orthoses forearm based | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 8 | | 13 | Lecture | Orthotic provision to manage spasticity | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 15 | | Lab | Thumb immobilization orthoses forearm based/ butterfly | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 8 | | 14 | Lecture | Orthotic intervention for nerve injuries | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 14 | | Lab | Orthotic intervention for nerve injuries– ulnar static/ulnar dynamic (groups) | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 14 | | 15 | Lecture | Orthotic intervention for nerve injuries | 3-11 | Face to face | Active participation Group discussion | Coppard et al (2019)  Ch 14 | | Lab | Adding a tube to a your wrist orthosis | 3-11 | Face to face | Active participation Group discussion |  | |

**22 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Evaluation Activity** | **Mark** | | **Topic(s)** | **SLOs** | **Period (Week)** | **Platform** | | | Midterm Exam | 30 | | All before the date of the exam | 1-11 | Week 8 | In-person  Face-to-face | | | Final Exam | 40 | | All material | 1-11 | Final’s exam period | In-person  Face-to-face | | | Lab work during the semester: Patterns and Activities, fabricated splint | 10 | | Lab materials | 1-11 | On the final | In-person  Face-to-face | | | EBP assignment | 20 | | All material | 1-11 | Explained above | In-person  Face-to-face | | | Assignments | | | | | | | | Assignment 1: Journal Club 20 points | | | | | | | | **Assignment description:** | | * **Journal Club Article Review and Critical Appraisal (10 points) -** Students will participate in small groups a faculty-mentored journal club. The class instructor will each select a research article for each journal club to review, critically appraise, and discuss. Student preference will be taken into consideration in forming the groups with the final determination made by the course instructor. Prior to the Journal Club session, each student will independently complete one Article Review and Appraisal Form (available on course website). Students will bring the review forms to the session to use as a reference for the discussion and to turn in to the faculty mentor once we finish the session. Students should come prepared to present and discuss each of the areas on the review form as applicable to the specific studies reviewed. Each paper will be discussed for approximately an hour. The instructor’s role will be to facilitate the session with the students responsible for presenting and discussing the key points.   The instructor will complete Review and Critical Appraisal Forms for the articles discussed in their sessions which the instructor will use to grade the student’s written work based on the accuracy of the information presented and the quality of the critique. Students may take notes on the review forms during the session as long as it is clear what the original content was (e.g., written vs typed, different colors).   * **Journal Club Participation (10 points) -** The success of the journal clubs is dependent on student preparation and participation. Journal club participation will be graded by the faculty mentor based on each student’s quality of delivery, quality of interactions, quality of comments, initiative and responsiveness, and punctuality and preparedness. See the journal club instruction sheet on the course website for additional scoring details and definitions. | | | | | | **Assignment objective:** | | Link the use of splints with the treatment protocol of different hand diagnoses | | | | | | **Assignment due date:** | | * March 14, Tuesday 1:00 pm * March 21, Tuesday 1:00 pm * May 2, Tuesday 1:00 pm * May 9, Tuesday 1:00 pm * May 16, Tuesday 1:00 pm * May 23, Tuesday 1:00 pm | | | | | | **Grade:** | | 20 points | | | | | | **Rubric: (can be in an appendix)** | | See appendix for more details | | | | | |

**23 Course Requirements**

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| Students should have internet connection and computer to review the class webpage  **On each lab students should have:**   * A4 white papers * Pencil and eraser * Writing clipboard * Small hand towel * Any handout uploaded on Moodle |

**24 Course Policies:**

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| A- Attendance policies:   * Attendance will be taken on every class throughout the semester. * Students are expected to attend and actively participate in all classes. * Students are expected to be on time. * When the student is unable to attend class, it is a courtesy to notify the instructor in advance using e-mail * Repeated tardiness or leaving early will not be accepted. * Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from classmates who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es). * An absence of more than 15% of all the number of classes, which is equivalent of 3 classes, requires that the student provides an official excuse to the instructor and the dean. * If the excuse was accepted the student is required to withdraw from the module. * If the excuse was rejected the student will fail the module and mark of zero will be assigned as stated in the laws and regulations of the University of Jordan. Please refer to pages 133 and134 of the student handbook.   B- Absences from exams and submitting assignments on time:   * The instructor will not do any make-up exams. * Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency). * Except for the final exam, make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility provide an excuse for the absence within three days to schedule a make-up session. Otherwise, the recorded score for that exam for the student will be a zero. * Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.   C- Health and safety procedures:   * Students will not be in direct contact with patients during this course. * Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course. However, students are advised to take care while using the heat gun, the sauce pan, the sharp blades, and the scissors. * Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation. * Students should understand the importance of and be able to maintain confidentiality. * Students should understand the importance of and be able to obtain informed consent. * Students should know the limits of their practice and when to seek advice or refer to another professional   D- Honesty policy regarding cheating, plagiarism, misbehavior:   * Students are expected to observe all University guidelines pertaining to academic misconduct. * Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive zero grade for the assignment. * Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester. * Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. * Any forms of academic misconduct will be handled according to the University of Jordan guidelines.   E- Grading policy:  Grading for this course will be determined based upon the accumulation of points from variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.  F- Available university services that support achievement in the course:  The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the School of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (School of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.  G- Dress Code in Laboratory   1. Long sleeved shirt and pants offer the best protection in a laboratory. Shorts and short skirts will not adequately protect your legs. 2. Loose fitting clothing and long hair may create a potential fire hazard when heat guns are in use. Long hair should be secured with a tie (rubber band), pins or barrette. 3. Hijab is the only head and shoulders garment acceptable, unnecessary shawls, mufflers, babushkas, and scarves are not allowed. 4. Sandals and open-toed shoes should not be worn in the laboratory. 5. Clothing, such as ties, or long jewellery which could dangle should be removed or tied back. 6. The wearing or rings, bracelets, watches are not allowed in the laboratory. Hands need to be free for safety and ease of application. 7. Hair spray and hair mousse is highly flammable and should not be used in laboratory class or directly before coming to class. 8. Nail polish is not allowed |

**25 References:**

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| A- Required book(s), assigned reading and audio-visuals:  Coppard, B. M., & Lohman, H. (2019). *Introduction to Orthotics E-Book: A Clinical Reasoning and Problem-Solving Approach*. Elsevier Health Sciences.  An e-book can be bought or rented on vital source or amazon  B- Recommended books, materials, and media:  - Articles and materials will be handed out during the course |

**26 Additional information:**

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| None |

Name of Course Coordinator: -Majd Jarrar--------Signature: ---MJ------- Date: -Feb 26,2023--------

Head of Curriculum Committee/Department: -Majd Jarrar------------ Signature: -MJ------------------------

Head of Department: -------Majd Jarrar--------------------------------- Signature: ----MJ---------------

Head of Curriculum Committee/Faculty: **Prof. Kamal Hadidi** Signature: KAH

Dean: **Prof. Kamal Hadidi** Signature: KAH

**Journal Club Article Review and Critical Appraisal, and participation (20 points)**

* **Journal Club Article Review and Critical Appraisal (10 points) -** Students will participate in small groups a faculty-mentored journal club. The class instructor will each select a research article for each journal club to review, critically appraise, and discuss. Student preference will be taken into consideration in forming the groups with the final determination made by the course instructor. Prior to the Journal Club session, each student will independently complete one Article Review and Appraisal Form (available on course website). Students will bring the review forms to the session to use as a reference for the discussion and to turn in to the faculty mentor once we finish the session. Students should come prepared to present and discuss each of the areas on the review form as applicable to the specific studies reviewed. Each paper will be discussed for approximately an hour. The instructor’s role will be to facilitate the session with the students responsible for presenting and discussing the key points.

The instructor will complete Review and Critical Appraisal Forms for the articles discussed in their sessions which the instructor will use to grade the student’s written work based on the accuracy of the information presented and the quality of the critique. Students may take notes on the review forms during the session as long as it is clear what the original content was (e.g., written vs typed, different colors).

* **Journal Club Participation (10 points) -** The success of the journal clubs is dependent on student preparation and participation. Journal club participation will be graded by the faculty mentor based on each student’s quality of delivery, quality of interactions, quality of comments, initiative and responsiveness, and punctuality and preparedness. See the journal club instruction sheet on the course website for additional scoring details and definitions.

**Journal Club dates:**

* March 14, Tuesday 1:00 pm
* March 21, Tuesday 1:00 pm
* May 2, Tuesday 1:00 pm
* May 9, Tuesday 1:00 pm
* May 16, Tuesday 1:00 pm
* May 23, Tuesday 1:00 pm

# Splinting: Journal Club Instructions

* Prior to the Journal Club class session, complete an Article Review and Appraisal Form (separate file) for **each** article. Bring a printed copy of your review forms to class to use as a reference for the discussion. You will critique each article with your assigned work groups, so come prepared to discuss each of the areas on the review form. The article will be discussed for approximately an hour
* You will hand-in your review forms **at the end of** the Journal Club class session. The review form is worth 10 points
* The effectiveness of the Journal Club will depend on each student’s participation and preparation; therefore, there will be 10 points on the quality of your participation during the discussion. Grading criteria for the discussion is outlined on the following page.

# Participation Scores: Grading Rubric\*

**10 points total with a maximum of 2 points for each of the aspects of participation (described in more detail below). Possible scores for each aspect: 0, 1, 2.**

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| Student Name | Quality of Delivery | Quality of Interactions | Quality of Comments | Initiative and Responsiveness | Punctuality and Preparedness | TOTAL |
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**Definitions:**

* **Quality of Delivery:** The student expresses ideas and contributions in a fluent and coherent way. Appropriate grammar and vocabulary are consistently used.
* **Quality of Interactions:** The student thoughtfully considers others’ questions/comments and asks for clarification when necessary. The comments build on others' ideas and add to the overall discussion.
* **Quality of Comments:** The comments are focused on the session objectives. Comments are informed by the readings and may include examples to illustrate salient points.
* **Initiative and Responsiveness:** The student both initiates dialogue and engages in the dialogue initiated by others.
* **Punctuality and Preparedness:** The student arrives on time and has done the readings and brought copies of relevant materials (e.g., journal articles and critiques) to class.

# Assignment: Journal Article Review and Critical Appraisal (10 points)

# Instructions:

* Work individually
* Complete (word-processed) the following worksheet for each article that will be discussed in the journal club class session.
* Print double-side, if possible

# Article One Review and Critical Appraisal:

1. Article citation (APA) (0.5 point):

2. Study Purpose (0.5 point)

What was the purpose of the study?

What research questions were asked? Were they specifically and clearly stated?

What hypotheses were stated or implied, if any?

3. Summary of Study Design (0.5 point)

4. Participants (1 point)

How were the participants selected? What sampling technique was used?

What were the inclusion and exclusion criteria?

How many participants were recruited and how many were included in the analyses?

5. Methods and/or Measures Used (2 points):

How was information obtained from participants?

What baseline and outcome measures were used, if any, and were they consistent with the stated purpose(s) of the study?

What evidence of instrument reliability and validity was provided?

6. Results (1 point)

What were the main results?

7. Study Conclusions (2 points)

What are the clinical implications of the study?

How do the findings of this study relate to previous research in this area?

What were the strengths of the study?

What did the researcher(s) describe as limitations of the study?

8. Critical Appraisal (2.5 points)

Are there any other limitations to the study that were not described by the researcher? Include any issues with study design, participant recruitment and selection, study implementation, data analysis, and/or presentation and interpretation of the results.

How confident are you in the study findings and conclusions?

What would be a logical next step in this line of inquiry?