



دانشگاه علوم پزشکی و خدمات بهداشتی، درمانی جندی شاپور اهواز

دانشکده علوم توانبخشی

گروه آموزشی

طرح دوره

رشته تحصیلی: Master of Physical therapy	عنوان درس: Evidence-Based Physical Therapy
پیش نیاز: -	کد درس: 05
میزان واحد به تفکیک: 2 Theoretical Credits	تعداد واحد: 2
ترم تحصیلی: نیمسال اول	سال تحصیلی: ۱۴۰۴-۱۴۰۵
مدرس مسئول: دکتر معصومه حسام	گروه مدرسین: دکتر معصومه حسام
روزهای حضور در دفتر کار: دوشنبه ساعت ۱۲-۱۴	روز و ساعت درس: سه شنبه ساعت ۸-۱۰
رویکرد دوره: ترکیبی (حضوری- مجازی)	آدرس پست الکترونیک: hessam.masumeh@gmail.com
معرفی دوره: Evidence-Based Physical Therapy is designed to enhance students' ability to analyze, interpret, and apply scientific evidence in clinical decision-making. The course introduces both theoretical foundations and practical aspects of evidence-based practice in physical therapy. Students will learn the philosophy and historical development of evidence-based rehabilitation, the three core components of evidence-based practice, clinical question formulation, levels of scientific evidence, and research design classification. The course also emphasizes efficient literature searching strategies, critical appraisal of scientific articles, and translation of research evidence into clinical practice. The ultimate goal of this course is to train physical therapy students to make clinically sound, evidence-informed decisions by integrating best available research evidence, clinical expertise, and patient preferences.	
اهداف کلی درس: By the end of this course, students will be able to identify, justify, and apply the most effective diagnostic, preventive, and therapeutic interventions for specific clinical conditions based on the best available scientific evidence.	



دانشگاه علوم پزشکی و خدمات بهداشتی، درمانی جندی شاپور اهواز

دانشکده علوم توانبخشی

گروه آموزشی

Specific Learning Outcomes Based on Bloom's Taxonomy (Cognitive Domain)

Level 1 – Remembering

1. Define key concepts related to Evidence-Based Physical Therapy.
2. List the three core components of Evidence-Based Practice (EBP).
3. Identify the steps involved in the EBP process.
4. Recognize the levels of the Evidence Hierarchy (Evidence Pyramid).
5. Name different research designs used in clinical research.

Level 2 – Understanding

6. Explain the importance of evidence-based practice in improving physical therapy outcomes.
7. Differentiate between internal validity and external validity.
8. Describe the roles of clinical expertise and patient preferences in clinical decision-making.
9. Compare observational and interventional study designs.

Level 3 – Applying

10. Formulate a clinical question using the PICO framework.
11. Design an appropriate literature search strategy.
12. Apply Boolean operators (AND, OR, NOT) in database searches.
13. Integrate retrieved evidence into a clinical case scenario.

Level 4 – Analyzing

14. Analyze the methodological quality of a research article.
15. Determine the level of evidence of a given study.
16. Identify strengths and weaknesses of a randomized controlled trial (RCT).
17. Assess the generalizability of study findings to a target patient population.

Level 5 – Evaluating

18. Critically appraise the scientific validity of a published article.
19. Make justified clinical decisions when evidence conflicts with patient preferences.
20. Select the most appropriate type of evidence for answering specific clinical questions.

Level 6 – Creating

21. Design a complete evidence-based decision-making process for a clinical case.
22. Develop an evidence-informed treatment recommendation for a specific condition.
23. Propose a framework for implementing EBP in a clinical setting.



دانشکده علوم توانبخشی گروه آموزشی

تفویم درس:

جلسه	تاریخ	عنوان مبحث	روش تدریس	فعالیت‌های یادگیری / تکالیف دانشجوی	نام مدرس / مدرسان
۱		History, definitions, and philosophy of evidence-based physical therapy	Interactive lecture – Q&A	Answer classroom questions and study references	Dr.Masumeh Hessam
۲		Three core components of evidence-based decision-making	Interactive lecture – PBL	Answer classroom questions and study references	Dr.Masumeh Hessam
۳		Clinical question formulation (PICO (framework	Interactive lecture – Develop a clinical question	Answer classroom questions and study references	Dr.Masumeh Hessam
۴		Types of scientific evidence and evidence hierarchy	Interactive lecture – group discussion	Answer classroom questions and study references	Dr.Masumeh Hessam
۵		Research study designs (Case report, RCT, Meta-(.analysis, etc	Interactive lecture – Q&A	Answer classroom questions and study references	Dr.Masumeh Hessam
۶		Efficient literature search strategies	Practical workshop Database search exercise	Answer classroom questions and study references	Dr.Masumeh Hessam
۷		Critical appraisal and clinical application of evidence	Interactive lecture – Q&A	Answer classroom questions and study references	Dr.Masumeh Hessam
۸					

وظایف و انتظارات از دانشجو:

Regular and punctual attendance in class

Study of assigned references

Active participation in classroom discussions

Timely submission of assignments

Adequate preparation for formative and summative assessments

Collaboration in group learning activities

Compliance with academic regulations regarding attendance

Teaching Methods

Interactive lectures, case-based discussions, PICO formulation exercises, guided literature search workshops, and group critical appraisal sessions.



دانشگاه علوم پزشکی و خدمات بهداشتی، درمانی جندی شاپور اهواز

دانشکده علوم توانبخشی

گروه آموزشی

Assessment Methods

Formative Assessment (40%): Interactive assignments, class participation, article analysis presentations.

Summative Assessment (60%): Written final examination including multiple-choice and analytical questions

منابع اصلی درس: