**Terminal Project Guidelines**

This project will be completed across two semesters in Clinical Reasoning II and Clinical Reasoning III. In groups, students will complete a scholarly project in collaboration with an assigned faculty mentor. The intent of this project is to demonstrate the ability of the learner to identify, evaluate, and create a solution for a problem a associated with the practice of physical therapy. The aim of each project will vary based upon the best method for addressing the identified problem, however all projects must represent high quality synthesis of evidence as expected for a doctoral level provider.

Four primary project types are available for students to choose for the terminal project (patient case, clinical problem, public health problem, and research) and are described in further detail below. Students will be grouped based upon their preferences for project type and clinical practice area. Each group will be assigned a primary faculty mentor and when necessary a secondary faculty member to assist with the project. The faculty mentors serve in a supportive role to guide student groups throughout the project. It is important to note that this project is a student Terminal Project and not a faculty project, meaning that the responsibility for completion and quality ultimately rests on the students involved in each group.

The bulk of the work for this project should be conducted in the fall semester with the spring semester spent refining the deliverables for submission/presentation. In DPT 788 – Clinical Reasoning III, student groups will submit a written scholarly document and a presentation about their project which will be graded by faculty members. The goal of the presentation is not just to present the “product” of the project but to provide a summary of the process conducted and the growth that occurred through this project. With this in mind, it is helpful to keep a log of important learning moments and/or errors that arise during the project.

**Scope of Project: Fall Semester**

 Option 1: Patient Case

 During the fall semester, students will select a patient/client; research the patients’ health condition and then complete a full evaluation on the patient/client that follows the outline of the ICF model. Once the evaluation is complete, the student group will develop a diagnosis, prognosis and goals for management. Subsequently, each student group will work together to research, plan, and implement a comprehensive, evidence-based management plan.

 Option 2: Clinical Problem

 During the fall semester, students will identify a problem or need in clinical practice that is currently under addressed. Projects will vary in design based upon the problem selected but will all include substantiating the need for the project, evaluating the current level of research and resource support for clinicians, creation of a novel solution to the problem, and the identification of potential barriers to implementation.

 Option 3: Public Health Problem

 During the fall semester, students will identify a problem or need experienced by the communities we serve. The problem must directly link to the scope of physical therapist practice and represent an area that is currently under addressed. Projects will vary in design based upon the problem selected but will all include substantiating the need for the project, evaluating the current level of research and resource support for clinicians/community members, creation of a novel solution to the problem, and the identification of potential barriers to implementation.

 Option 4: Research

 During the fall semester, student will identify a gap in the evidence that can be addressed through a scholarly research project. The area of scholarly inquiry must directly relate to physical therapy practice. Projects will vary in design based upon the problem/gap selected but will all follow a scientific methodology and include review of current evidence, scholarly inquiry (may include direct data collection or other in-direct data collection methods), statistical analysis, and limitations of the implementation in clinical practice.

**Deliverables: Fall Semester**

Groups will submit the current state of the project and a scholarly paper draft or outline in the fall semester. These submissions will be Pass/Fail and serve to demonstrate progress towards the completion of the terminal project for the deliverables which will receive grades in the spring.

**Timeline: Fall Semester**

Step 1: Submission of Individual Preferences

 A Qualtrics survey will be sent out to all students to select preferences for this project. The results of the survey will be used by the faculty to create groups. Please consider which project option best matches your interests as the survey will be ask you to rank them from most to least interest. You will also need to rank your preference of specialty practice area from most to least interest (cardiopulmonary, geriatric, orthopaedic, neurologic, or pediatric).

 Step 2: Group Formation

 Groups will be formed by the faculty and mentors assigned prior to the start of the fall semester. All students will be notified once groups are solidified so you may begin your discussion of the project.

 Step 3: Project Initiation

 The first session of DPT 784 – Clinical Reasoning II will provide more details on how to proceed with the project. Discussion of student interests among your group members prior to this date may be helpful in answering specific questions.

 After the initial class session, students will be able to contact their assigned mentor for additional guidance.