HARDING UNIVERSITY
COMMUNICATION SCIENCES & DISORDERS

CSD 6150 Research and Writing

Harding University
College of Allied Health
3 Credit Hours
Class Meetings Times – Monday and Wednesday 12:00-1:30
Swaid 215

Instructor: Jennifer Fisher, Ed.D., CCC-SLP
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Semester/Term: Fall 2023
Use QR Code to reserve an appointment:

Course Information

Course Description

This course will present specific aspects of technical writings and oral presentations, as well as an introduction to evidence-based practice, applied clinical research, and interpretation of research data in the field of speech-language pathology.

Course Rationale

The purpose of this course is to equip the graduate student with various skills to become efficient consumers of research and implement evidence-based clinical practice. This course provides a foundation to build upon as they progress through disorder-specific didactic and clinical studies.

Required Course Materials

Orlikoff, R. R., Schiavetti, N., & Metz, D. E. (2015). *Evaluating research in communication disorders*, (7th ed.). Pearson

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).

Course Communication Protocols

Outside of class, communication between instructor and students will be through Harding University email. It is expected that students check their Harding email a minimum of one time a day. It is expected that students will reply to an email within 12-24 hours, and the same is expected from the course instructor.

Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Integration of Faith and Learning Statement

Pursuing knowledge is not only a secular endeavor but also a spiritual one. Faith and learning are interconnected. Therefore, education should be approached holistically, integrating academic rigor and spiritual growth. All disciplines and fields of study have value and can contribute to a greater understanding of God's creation. I encourage my students to view their studies and work as opportunities to glorify God and serve others.

Learning Objectives

Course Learning Objectives (CLOs)
1. Students will demonstrate skills that allow for an understanding, interpretation, and critique of clinical and basic research to support evidence-based practice. Specific objectives include the ability to:
2. Identify the constructs of evidence-based practice (EBP) and how research principles are integrated into EBP.
3. Recognize and interpret basic descriptive and inferential statistics.
4. Conduct a literature search on a clinical topic, read, evaluate, and summarize the research articles, and organize a review of literature that contains appropriate APA elements.
5. Demonstrate knowledge of research processes and designs and how these relate to the concept of levels of evidence in EBP.
6. Recognize standard statistics used in the field, and basic descriptive measures, measures of association, and inferential statistics.
7. Demonstrate skill in communicating about research both in oral and written forms.
8. Recognize and discuss standards of ethical conduct in research.
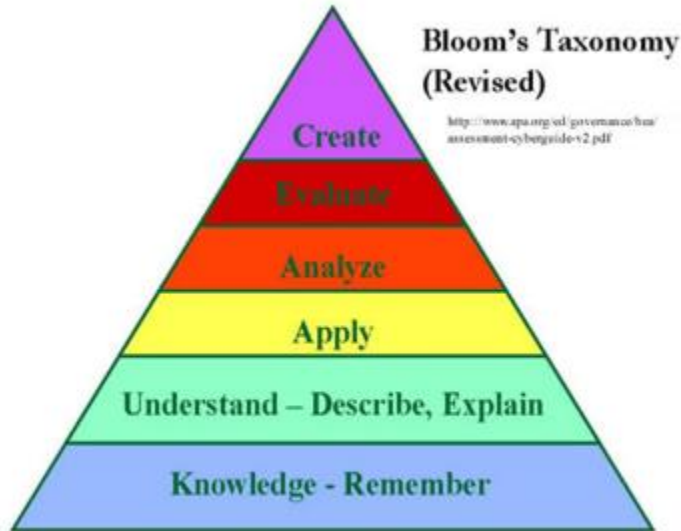

Module Learning Objectives (MLOs)

Module learning objectives are specific and describe observable student mastery of knowledge, skills, and attitudes. They align with the course learning objectives, either implicitly or explicitly. They provide tangible checkpoints as a student progresses through the course. The module learning objectives can be found in Canvas and at the end of the syllabus.

If the student earns less than 70% on an assignment and its contents are tied to a standard/competency/objective, that student will be provided with remediation in the identified area(s). The remediation process will not replace the original grade of said assignment, but it will allow for a standard or competency to be documented as met and aid the student with future assignments. See [CSD student handbook](#) for details regarding the remediation policy.

In an upper-level course of this nature, students should interact with the material at the top of Bloom's Taxonomy. To reach the upper levels of Bloom's, the instructor of this course will teach in a modified "flipped classroom" style utilizing components of a pedagogy termed Team-Based Learning. This teaching style allows students to take on a deeper level of mastery while allowing for higher-level learning and critical thinking. In this teaching style, the student will spend time outside class interacting with the assigned material, including readings, video lectures, quizzes, or other resources. The student will apply the newly acquired **knowledge** to class activities such as **case studies**, **discussions, analysis, and evaluation**. By the end of the course, the student will **create** a literature review of a chosen topic.

Bloom's Taxonomy (Revised)

http://www.apa.org/ed/governance/bea/
assessment-cyberguide-v2.pdf

Create
Evaluate
Analyze
Apply
Understand – Describe, Explain
Knowledge - Remember

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

The goal is for you to master the course content, develop the ability to think and problem solve, prepare to be a lifelong learner, develop interpersonal skills, and enjoy this class.

(adapted from Larry Michaelsen https://teambasedlearning.site-ym.com/page/introducing_TBL)

Course Policies and Professional Conduct

- Attendance is expected. Attendance will be checked at each class meeting. Two unexcused absences will be tolerated. Upon the third absence, your final grade will be lowered by one letter grade per number of days absent over 2. For an absence to be considered excused the student must provide documentation from a health care provider. Excessive absences can result in being dropped from the course with a grade of "F." Attendance policy: [Harding University Attendance Policy](#)
- Students are expected to come to class having completed the assigned material so that they can participate in class. Students who miss class for any reason are responsible for all content. Time will not be spent in class going over material with students who have missed class. If the student needs additional assistance, an appointment should be scheduled with the instructor.
- The instructor does not permit recording (visual or audio) of any type.
- All typed assignments must be double-spaced, using Times, Times New Roman, or Arial font. All font sized for typed assignments must be size 12.
- Students may be called on to answer questions and provide opinions during class discussions.
- All cell phones must be turned off during the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.
- It is the student's responsibility to be familiar with and follow the policies and procedures outlined in the CSD Exam Procedures document located in Canvas and in the [CSD Handbook](#).
- All assignments will be submitted on the assigned day at the beginning of class time. Late work is unacceptable.
- Any requests for test changes must be approved ahead of time. No exceptions.
- The instructor will return student work as promptly as possible.
- No make-up quizzes are permitted.
- Late Assignments are unacceptable unless prearranged with the instructor.

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Grading and Assignment Details

The value of each exam and assignment toward the final grade is listed below.

RATS/Peer Feedback = 10%; Literature Review = 30%; Weekly Assignments = 20%;

Midterm Exam = 20%; Final Exam = 20%

A 90%-100%B 80%-89%C 70%-79%D 60%-69%F below 60%

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You will be given feedback during the duration of this course. Feedback may be in the form of assignment comments, emails, course announcements, corrections of quizzes, and grades. This feedback intends to inform you of how well you met the expectations for the course objectives. Assessments will include the following: exams, quizzes (RATS), weekly assignments, and participation.

University Policies and Procedures

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

 Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester.
The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at https://www.harding.edu/student-life/disabilityservices. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Academic Integrity Policy

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Define what you mean clearly, and create and then evaluate assignments in a way that promotes honesty and discourages unacceptable practices. You should make it clear when and how students may, and how they may not, collaborate on assignments and indicate clearly preferred styles of documentation and citation (for both printed and electronic sources).

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times.

Special Note on the use of AI such as ChatGPT

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- APA Resources
- Purdue Online Writing Lab

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- Library
- Testing
- Tutoring
- Writing Center

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- Advising
- Counseling
- Registration
- Student Life
- Financial Aid
- Career Services

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

Course Schedule

(Subject to change as needed. See Canvas for due dates and reading guides)

Week/Module	Topic	Pre-class Assignments	Classroom Activities	Standards/Professional Practice Competencies
Week 1 **Introduction & Module 1: Evidence-based practice**	**Course Expectations**	· **Syllabus** · **Academic Integrity Exercise** · **Refer to Canvas for Module 1 Reading Guide**	· **Team assignments** · **Discussion** · **RAT #1** · **Critical thinking exercises** · **Human Research Protection Training**	**CFCC Standard IV-E** **The applicant must have demonstrated knowledge of standards of ethical conduct. Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current**

Week 2	· **EBP**
	· **Library Resources**
			· **PICO questions**
			· **John Boone, Health Science Librarian**
			· **Discussion**
				CAA 3.1.1B B
				Clinical Reasoning:
				  use valid scientific and clinical evidence in decision-making regarding assessment and intervention
				Cultural Competence
				  understand the impact of the cultural and linguistic variables of the individuals served on delivery of care.
				CFCC Standard IV-F
				  The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.

Module 1 Objectives
1. Describe the term "information literacy" and its role in EBP
2. Explain the elements of evidence-based practice and how those elements are associated with effective clinicians
3. Create an effective clinical question to guide clinical decision making using scientific evidence
4. Demonstrate ability to search for scientific research in the university databases effectively

Week 3 **Module 2:** **The Introduction Section of the Research Article, APA Style, & Research Strategies**	**Introduction section of a research article**	**Read Chapter 2 & 3 and see Module 2 reading guide**	· **RAT #2** · **Discussion** · **Evaluation checklist**	

Week 4	· **APA**
	· **Literature Review**
	· **Bib Dump**
	· **MEAL plan**
		APA Manual (assigned pages/topics to teams)	· **APA quick reference creation**
			· **APA quiz creation and administration**
			· **Literature review topic**
			· **Bib dump form**
			· **Shared folders set up and explanation**
				CAA 3.1.1B
				Evidence-based practice:
				  Access sources of information to support clinical decisions regarding assessment and intervention/management
				  Critically evaluate information sources and applies that information to appropriate populations
				  Integrate evidence in provision of speech-language pathology services.
				CFCC Standard IV-F
				  The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.

Week 5	**Research strategies**	**entry in Bib dump**	**Discussion**	

Module 2 Objectives

1. Identify elements of APA style.

2. Conduct a critical evaluation of the introduction section and title of a research article

3. Explain the following terms/concepts: hypothesis, study's limitations, literature review, research question, statement of the problem, statement of the purpose.

4. Identify dependent and independent variables.

5. Describe the difference in qualitative and quantitative investigations and types of designs within each

6. Recall basic human research protections guidelines and identify the Principles and Rules of the ASHA Code of Ethics which address research and writing.

Week 6 **Module 3: Research Design**	**Research Design**	· **Read chapters 4, 5, & 6 and module 3 reading guide** · **5 entries in Bib dump**	· **RAT #3 Discussion** · **Critical reading exercises**	**CFCC Standard IV-F** **The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.**
Week 7		**5 entries in Bib dump**		
Week 8	**Experimental designs for studying treatment efficacy**	**2 pages of lit. review due**	· **Discussion** · **Analyze "levels of evidence."** · **Team editing**	
Week 9	**Methods section of research article**	**4 total pages of lit. review due**	· **Midterm Exam** · **Team Editing** · **Peer feedback** · **Quick word**	**CAA 3.1.1B Accountability:** **use self-reflection to understand the effects of his or her actions and makes changes accordingly**

Module 3 Objectives

1. Demonstrate understanding and identify research designs

2. Describe and label the hierarchy of levels of research evidence

3. Recognize various experimental designs

4. Identify and demonstrate understanding of the components of the methods section in a research article.

5. Utilize editing to identify and correct technical writing (mechanics and form)

Week 10 Module 4: Research Results, Discussion, and Conclusions	The results section	· Read chapters 7, 8, 9 and see the reading guide · 6 total pages of lit. review	· In class statistics activities · Discussion · Critical reading exercises	
Week 11	Discussions and conclusions	8 total pages of lit. review	· In class statistics activities · Discussion · Critical reading exercises	
Week 12	Circling back to EBP	· Read chapter 10 · 10 total pages of lit. review · Final Peer Feedback		CAA 3.1.1B Accountability: use self-reflection to understand the effects of his or her actions and makes changes accordingly
Week 13	PICO	12 total pages of lit. review, reference page, title page	Team PICO	
Week 14	THANKSGIVING BREAK			
Week 15	Final edits	The final draft of the literature review is due	Team feedback on literature reviews	CAA Standard 3.1.1B Effective Communication: Use all forms of expressive communication – including written, spoken, and nonverbal communication
Week 16	·	·	·	

Module 4 Objective

1. Identify, demonstrate understanding, and evaluate the components of the results section in a research article.

2. Identify, demonstrate understanding, and evaluate the components of the discussion and conclusions section in a research article.

3. Assess the relevance and quality of research in support of the evidence-based clinical practice.

FINAL EXAM WEEK			Final Exam	

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