



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 M. Fisher, Ed.D., CCC-SLP
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Semester/Term: Fall 2024
Office Hours: By appointment
Use QR code to schedule 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.

Prerequisites

None

Course Rationale

The purpose of this course is to equip graduate students 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.

Course Materials

Required 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

Communication between the instructor and students will be through Harding University email outside of class. Students are expected to check their Harding email at least once a day. Students are expected to reply to an email within 12-24 hours during the work week, and the same is expected from the course instructor.

University Mission Statement

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

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

Relationship to ASHA standards:

ASHA upholds eight [standards](#) related to academic and clinical training as well as continuing education, acquisition, and maintenance of your Certificate of Clinical Competency (CCCs). New standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook, and students are encouraged to review them. This course primarily contributes to the following skills:

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.

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

Upon successful completion of assessment items, the following Council on Academic Accreditation (CAA) standards will be met:

3.1.1B Professional Practice Competencies:

Effective Communication Skills

Evidence based practice

3.5B An effective speech-language pathology program is organized so that the scientific and research foundations of the profession are evident.

The instructor may remediate selected concepts while allowing the student to earn course credit.

Course Learning Objectives (CLOs)

Upon completion of this course, you will be able to:

1. Students will demonstrate skills that allow for an understanding, interpretation, and critique of clinical and basic research to support evidence-based practice.
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, 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.
9. Students will produce a research paper that adheres to the ASHA Code of Ethics, ensuring proper citation, avoiding plagiarism, and maintaining integrity in their writing, as assessed by a grading rubric.
10. Students will be able to evaluate a research article critically, identify gaps or areas for further investigation, and design a follow-up research study that includes a clear research question, hypothesis, methodology, and proposed data analysis plan.

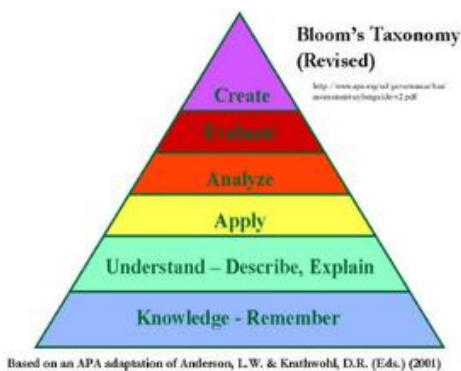
Module Learning Objectives (MLOs)

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. Each MLO is aligned with CFCC and CAA standards and will be assessed through exam questions or assignments.

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.

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)

Grading Information

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

RATS/Peer Feedback = 20%

Literature Review = 30%

Weekly Assignments = 10%

Midterm Exam = 20%

Final Exam = 20%

Grade schedule: **A-** 90-100

B- 80-89

C- 70-79

D- 60-69

F- less than 60

A student may be placed on a remediation plan if the student earns less than 70% on an assignment (including the research paper) exam or averages less than 70% on an outcome measure (i.e., course objectives, ASHA standards, etc.). The remediation process will not replace the original grade but will allow for a standard or competency to be documented as met and aid the student with future assignments. See the CSD student handbook for details regarding the remediation policy.

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 will inform you of how well you met the expectations for the course objectives. Assessments may include the following: exams, quizzes (RATS), weekly assignments, and participation.

Late work Policy

Late work is generally not accepted in this course because it disrupts the structured progress necessary for timely research paper completion. Adhering to deadlines ensures consistent progress, timely feedback, development of time management skills, fairness, and academic rigor. This policy maintains the integrity of the course schedule and prepares students for professional expectations. Late work may result in a grade of 0, and the instructor may not be able to provide necessary feedback on the assignment.

Course Assignment Details

See the course schedule and Canvas course for details.

All course assignments must be completed to receive course credit.

Attendance Policy

Consistent and punctual attendance is expected at the graduate level. Two absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond two will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare and considered on a case by case basis. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360.

Submitting Assignments

Typically, assignments will be submitted through Canvas unless otherwise noted.

Technology Details

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical Environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Policies and Procedures

University Policies

Drop and Add Dates

The official start date is August 19, and the last day to add this class is August 21. The course will end on December 4, and the last day to drop is December 1. Please refer to the University's [policy regarding drop/add](#) if you have specific questions.

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 used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

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.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of “F” in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Course Recordings

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

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.

Generative AI

In this course, generative AI tools may only be used for assignments when the instructor provides explicit permission in the assignment details. When used with permission, students must provide an appropriate acknowledgment and citation. Contact your instructor if you are in doubt about using generative AI tools appropriately in this course. When used, students are responsible for checking facts, finding reliable sources, citing appropriately, and making a careful, critical examination of any work that is submitted. Failure to acknowledge and cite the generative AI or using generative AI on assignments not approved for AI use is academically dishonest and constitutes a violation of Harding's Academic Integrity Policy.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration (Student attestation of this declaration is in Canvas):

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer Statements.
- To uphold Harding University's Academic Integrity Covenant

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.

Dress Code

All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code described in the Student Handbook, which faculty, staff, and administration will enforce.

Course Policies

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. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

Canvas or Internet Outage Policy

As a (potential online) learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

Student

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computers is prudent.

Testing Issues

If you experience issues with an Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

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

Week/Module	Topic	Pework	Classroom Activities	Standard/Professional Practice Competencies
Week 1 Introduction & Module 1: Evidence-based practice	Course Expectations	<ul style="list-style-type: none"> · Syllabus · Academic Integrity Exercise · Refer to Canvas for Module 1 Reading Guide 	<ul style="list-style-type: none"> · Team assignments · Discussion · RAT #1 · Critical thinking exercises · Human Research Protection Training 	CFCC Standard IV-E
Week 2	<ul style="list-style-type: none"> · EBP · Library Resources 		<ul style="list-style-type: none"> · PICO questions · John Boone, Health Science Librarian 	CAA 3.1.1B CFCC Standard IV-F CFCC Standard IV-E

Module 1 Objectives

1. Describe the term “information literacy” and its role in EBP (CFCC IV-F; CAA 3.1.1B)
2. Explain the elements of evidence-based practice and how those elements are associated with effective clinicians (CFCC IV-F; CAA 3.1.1B)
3. Create an effective clinical question to guide clinical decision-making using scientific evidence (CFCC IV-F; CAA 3.1.1B)
4. Demonstrate ability to search for scientific research in the university databases effectively (CFCC IV-F; CAA 3.1.1B)
5. Students will demonstrate comprehensive knowledge of the ASHA Code of Ethics by identifying and applying its principles and rules to various research scenarios and case studies. (CFCC IV-E; CAA 3.1.1B)

Week/Module	Topic	Pre-class Assignments	Classroom Activities	Standard/Professional Practice Competencies
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	<ul style="list-style-type: none"> · RAT #2 · Discussion · Evaluation checklist · Assistive Technology 	CFCC Standard IV-F
Week 4	<ul style="list-style-type: none"> · APA · Literature Review · Bib Dump · MEAL plan 	APA Manual (assigned pages/topics to teams)	<ul style="list-style-type: none"> · 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: CFCC Standard IV-F
Week 5	Research strategies	entry in Bib dump	Discussion	

Module 2 Objectives

1. Identify elements of APA style. (CFCC IV-F; CAA 3.5B)
2. Conduct a critical evaluation of the introduction section and title of a research article (CFCC IV-F; CAA 3.5B)
3. Explain the following terms/concepts: hypothesis, study's limitations, literature review, research question, statement of the problem, statement of the purpose.(CFCC IV-F; CAA 3.5B)
4. Identify dependent and independent variables. (CFCC IV-F; CAA 3.5B)
5. Describe the difference in qualitative and quantitative investigations and types of designs within each (CFCC IV-F; CAA 3.5B)
6. Recall basic human research protection guidelines and identify the Principles and Rules of the ASHA Code of Ethics, which address research and writing.(CFCC IV-F; CAA 3.1.1B)
7. Critically evaluate the ethical implications of AI tools in academic research and writing and demonstrate the ability to integrate AI responsibly by correctly citing AI-assisted content and adhering to established academic integrity guidelines in at least 90% of their submitted assignments.(CFCC IV-F; CFCC IV-E; CAA 3.5B)

Week/Module	Topic	Pre-class Assignments	Classroom Activities	Standard/Professional Practice Competencies
Week 6 Module 3: Research Design	Research Design	<ul style="list-style-type: none"> · Read chapters 4, 5, & 6 and module 3 reading guide · 5 entries in Bib dump 	<ul style="list-style-type: none"> · RAT #3 Discussion · Critical reading exercises 	CFCC Standard IV-F
Week 7		5 entries in Bib dump		
Week 8	Experimental designs for studying treatment efficacy	2 pages of lit. review due	<ul style="list-style-type: none"> · Discussion · Analyze “levels of evidence.” · Team Editing 	
Week 9	Methods section of research article	4 total pages of lit. review due	<ul style="list-style-type: none"> · Midterm Exam · Team Editing · Peer feedback · Quick word 	CAA 3.1.1B (Accountability)

Module 3 Objectives

1. Demonstrate understanding and identify research designs. (CFCC IV-F; CAA 3.5B)
2. Describe and label the hierarchy of levels of research evidence. (CFCC IV-F; CAA 3.5B)
3. Recognize various experimental designs. (CFCC IV-F; CAA 3.5B)
4. Identify and demonstrate an understanding of the components of the methods section in a research article. (CFCC IV-F; CAA 3.5B)
5. Utilize editing to identify and correct technical writing (mechanics and form). (CFCC IV-F; CAA 3.5B; CAA 3.1.1B)

Week/Module	Topic	Pre-class Assignments	Classroom Activities	Standard/Professional Practice Competencies
Week 10 Module 4: Research Results, Discussion, and Conclusions	The results section	<ul style="list-style-type: none"> · Read chapters 7, 8, 9 and see the reading guide · 6 total pages of lit. review 	<ul style="list-style-type: none"> · In class statistics activities · Discussion · Critical reading exercises 	
Week 11	Discussions and conclusions	8 total pages of lit. review	<ul style="list-style-type: none"> · In class statistics activities · Discussion · Critical reading exercises 	
Week 12	Circling back to EBP	<ul style="list-style-type: none"> · Read chapter 10 · 10 total pages of lit. review · Final Peer Feedback 		CAA 3.1.1B (Accountability)
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 Research	CAA Standard 3.1.1B (Effective Communication)
Week 16			Continuity: Designing a Follow-Up Study Based on Critical Analysis reviews	(CFCC IV-F; CAA 3.5B)

Module 4 Objective

1. Identify, demonstrate understanding, and evaluate the components of the results section in a research article.(CFCC IV-F; CAA 3.5B)
2. Identify, demonstrate understanding, and evaluate the components of the discussion and conclusions section in a research article.(CFCC IV-F; CAA 3.5B)
3. Assess the relevance and quality of research in support of evidence-based clinical practice.(CFCC IV-F; CAA 3.5B)
4. Students will be able to propose potential avenues for further investigation based on the identified gaps.(CFCC IV-F; CAA 3.5B)
5. Students will be able to develop a testable hypothesis that aligns with the research question.(CFCC IV-F; CAA 3.5B)
6. Students will be able to select an appropriate research design and methodology to answer the research question.(CFCC IV-F; CAA 3.5B)
7. Students will be able to outline a detailed data collection plan that aligns with the chosen methodology.(CFCC IV-F; CAA 3.5B)
8. Students will be able to design a data analysis plan that is appropriate for the type of data collected and the research question posed.(CFCC IV-F; CAA 3.5B)

FINAL EXAM WEEK	December 11 1:00-3:00		Final Exam	
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