

## **CSD 6150– Research and Writing**

Fall 2022 (3 credit hours)

Monday/Wednesday 12:00-1:30

Jennifer Fisher, Ed.D., CCC-SLP

Office: Swaid 211

Office Hours posted on my door

[jfisher1@harding.edu](mailto:jfisher1@harding.edu)

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### The Department of Communication Sciences and Disorders Mission

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.

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### 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*, (7<sup>th</sup> ed.). Pearson

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.).

## **Learning Objectives and Professional Standards:**

### Relationship to Accreditation and Clinical Certification Standards

This course assists the student in meeting the [CFCC standards](#) IV-E, IV-F, V-A, as follows:

#### 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 [ASHA Code of Ethics](#).

#### 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 V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

In addition to meeting CFCC standards, this course allows the student to demonstrate mastery of specific [CAA standards](#) related to the Professional Practice Competencies. It will be noted/tied into course exams, quizzes, and other assignments as indicated on study guides and rubrics.

#### Standard 3.1.1A

The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified: accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concern for individuals served, cultural competence, professional duty, and collaborative practice.

### Relationship to HU Liberal Arts Curriculum/University Learning Outcomes (ULO)

The Liberal Arts Program reflects the principles of the University's mission statement and provides a foundation of study in all fields. The Department of Communication Sciences and Disorders curriculum incorporates several of these principles in each course offered. The principles included in CSD 62150 are as follows:

ULO #2 Communication – Students will demonstrate effective communication (e.g., written, non-written, spoken)

ULO #3 Critical Thinking – Students will examine issues, ideas, artifacts, and events to formulate or assess an opinion or conclusion.

### Course Learning Objectives (CLOs)

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:

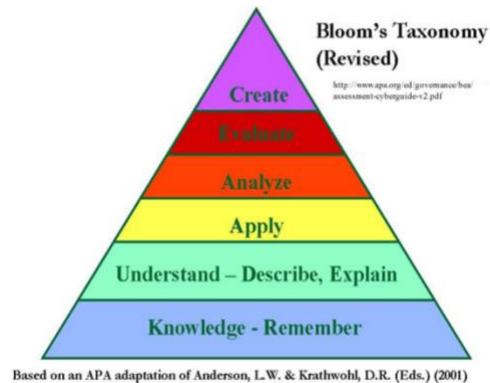
1. Identify the constructs of evidence-based practice (EBP) and how research principles are integrated into EBP.
2. Recognize and interpret basic descriptive and inferential statistics.
3. Conduct a literature search on a clinical topic, read, evaluate, and summarize the research articles, and organize a review of literature that contains appropriate APA elements.
4. Demonstrate knowledge of research processes and designs and how these relate to the concept of levels of evidence in EBP.
5. Recognize standard statistics used in the field, and basic descriptive measures, measures of association, and inferential statistics.
6. Demonstrate skill in communicating about research both in oral and written forms.
7. 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.



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](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."
- 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.
- 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 class and out of sight.
- Written work must be correct in mechanics (e.g., spelling, grammar, punctuation, etc.) Points will be deducted for inadequate work.
- Submitting work directly from another source will be considered plagiarism and a violation of the University's academic integrity policy. No credit will be given for the assignment.

- Cheating will never be tolerated. You will be turned in on the spot, excused to leave, and not come back. Students who share assignments with students taking 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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**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.

**Student Declaration:** Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- 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.

**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](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

**Academic Integrity:** 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 Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

**Dress Code:** All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code.

**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 the Higher Learning Commission of the North Central Association of Colleges and Schools. 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 (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

**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 Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self--identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 205 in the Student Center, telephone, (501) 279-4019.

**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.

**This course adheres to university guidelines regarding workload requirements per credit hour**

## 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%

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.

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## 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 <b>Introduction &amp; Module 1: Evidence-based practice</b>	Course Expectations	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Academic Integrity Exercise</li> <li>• Refer to Canvas for Module 1 Reading Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Team assignments</li> <li>• Discussion</li> <li>• RAT #1</li> <li>• Critical thinking exercises</li> <li>• Human Research Protection Training</li> </ul>	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	<ul style="list-style-type: none"> <li>• EBP</li> <li>• Library Resources</li> </ul>		<ul style="list-style-type: none"> <li>• PICO questions</li> <li>• John Boone, Health Science Librarian</li> <li>• Discussion</li> </ul>	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 <b>Module 2: The Introduction Section of the Research Article, APA Style, &amp; Research Strategies</b>	Introduction section of a research article	Read Chapter 2 & 3 and see Module 2 reading guide	<ul style="list-style-type: none"> <li>• RAT #2</li> <li>• Discussion</li> <li>• Evaluation checklist</li> </ul>	
Week 4	<ul style="list-style-type: none"> <li>• APA</li> <li>• Literature Review</li> <li>• Bib Dump</li> <li>• MEAL plan</li> </ul>	APA Manual (assigned pages/topics to teams)	<ul style="list-style-type: none"> <li>• APA quick reference creation</li> <li>• APA quiz creation and administration</li> <li>• Literature review topic</li> <li>• Bib dump form</li> <li>• Shared folders set up and explanation</li> </ul>	<p>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.</p> <p>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.</p>
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 <b>Module 3: Research Design</b>	Research Design	<ul style="list-style-type: none"> <li>• Read chapters 4, 5, &amp; 6 and module 3 reading guide</li> <li>• 5 entries in Bib dump</li> </ul>	<ul style="list-style-type: none"> <li>• RAT #3 Discussion</li> <li>• Critical reading exercises</li> </ul>	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	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Analyze “levels of evidence.”</li> <li>• Team editing</li> </ul>	
Week 9	Methods section of research article	4 total pages of lit. review due	<ul style="list-style-type: none"> <li>• Midterm Exam</li> <li>• Team Editing</li> <li>• Peer feedback</li> <li>• Quick word</li> </ul>	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 <b>Module 4: Research Results, Discussion, and Conclusions</b>	The results section	<ul style="list-style-type: none"> <li>• Read chapters 7, 8, 9 and see the reading guide</li> <li>• 6 total pages of lit. review</li> </ul>	<ul style="list-style-type: none"> <li>• In class statistics activities</li> <li>• Discussion</li> <li>• Critical reading exercises</li> </ul>	
Week 11	Discussions and conclusions	8 total pages of lit. review	<ul style="list-style-type: none"> <li>• In class statistics activities</li> <li>• Discussion</li> <li>• Critical reading exercises</li> </ul>	
Week 12	Circling back to EBP	<ul style="list-style-type: none"> <li>• Read chapter 10</li> <li>• 10 total pages of lit. review</li> <li>• Final Peer Feedback</li> </ul>		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.

<b>FINAL EXAM WEEK</b>			<b>Final Exam</b>	
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**Changes to Syllabus Notice**

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.