CSD 615: Research and Writing
Fridays 8-10 a.m., plus additional days as indicated on schedule

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Catalog 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 goals/objectives/method of delivery:
1. Students will demonstrate competencies in professional communication through technical writing and oral presentations.
2. Students will demonstrate foundational competency in applied clinical research, evidence-based practice, and interpretation of research data for clinical practice in speech-language pathology.

Content will be delivered through in-class lectures to supplement required readings and through writing workshops that will be scheduled regularly during the semester.

Class attendance:
Students are expected to attend all class meetings and writing workshops.

Course grading
Research paper – 25%                PICO charts – 20%
Research presentation – 15%        Writing quizzes – 10%
Research guides – 20%              Course book selections – 10%

A = 90-100   B = 80-89   C = 70-79   D = 60-69   F = < 60

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 Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

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, psychological, vision, hearing, etc.) 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 Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in the Center for Student Success, 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.

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. Additional standards of dress may be required by certain professional and graduate programs, and will be stated in each program’s policies.

Attendance policy:
Students are expected to attend each scheduled class meeting and writing workshop.

Required texts:

Additional resources:
Required and supplemental readings, as indicated in this syllabus or posted onto the course’s Canvas page
Purdue Online Writing Laboratory – https://owl.english.purdue.edu
Grammar Girl Quick and Dirty Tips for Better Writing – iTunes podcasts
Grammarly – www.grammarly.com, also on Facebook
The Harding University Writing Lab, 1st floor of HU Brackett Library

All work must meet the 18 items of de-identification required by HIPAA in order to seek assistance from outside HU-CSD and HUSC.

Suggested library resources include, but are not limited to the following:

- ARKLink (http://arklink-libraries.arkansas.edu/default.asp)
- Interlibrary Loan- A courier service that includes the states of Arkansas, Texas, New Mexico and Oklahoma is provided through Amigos, the regional OCLC network provider (http://quest.harding.edu/servicesill.htm)
- EBSCO databases-Academic Search Premier and the Professional Development Collection (http://quest.harding.edu/online.htm)
- Quest Trek Tutorial for Bracket Library specific resources and information literacy (http://quest.harding.edu/trek/index.htm)
- Quest Online Distance Education Information Page-resources and contact information (http://quest.harding.edu/disted.htm)
- Bracket Library Reserve Program - http://quest.harding.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch
  - Hard copy reserve
  - Electronic reserve-scanned offerings available in full online
- Interdepartmental Loans-Video and other resources from sister departments expand offerings of some clinical and observational materials.
- E-Learning and Instruction Librarian- assists students as a resource for “how to” questions, and instructs classes in the use of research materials and in the procedures and resources for accessing scholarly academia.
- NetLibrary - a database of more than 8,000 electronic, full-text books that are accessible both through the database itself and through Quest, the library’s online catalog. Harding students or faculty/staff members may set up their own net Library account to use anywhere in the world (http://quest.harding.edu/electronic.htm)

Course content will contribute to the completion of these ASHA Standards:
1. CAA Standard 3.1.1B – Students will demonstrate professional practice competencies of effective communication skills, clinical reasoning, and evidence-based practice.
2. CFCC Standard IV-F – Students will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
3. CFCC Standard V-A – Students will demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.

Student Learning Objectives:
1. Students will learn the professional writing standards appropriate for speech-language pathology practice.
2. Students will learn standards of evidence-based practice in speech-language pathology, including interpreting and applying current research.

Remediation:
I will offer any additional support, explanation, or practice that any student requests or that I believe a student may need in order to meet the KASA Standards and course objectives outlined. Please refer to the CSD department’s policy on formal academic recovery plans.
Assignments:

Research paper – Students will write a formal research paper regarding the evidence-based intervention for one of their own therapy clients. The body of the paper should be 10-12 pages in length. The paper (e.g., title page, abstract, citations, formatting, and references) should follow APA guidelines. Students should use a minimum of five peer-reviewed sources; other sources which are not peer-reviewed may also be included.

Research presentation – Students will present their evidence-based research to their peers and faculty. Students should wear professional dress and incorporate media (e.g., PowerPoint, Prezi, videos, handouts) as appropriate to support their presentations.

Research guides – Students will complete research guides (available on Canvas) for one qualitative journal article and one quantitative journal article.

PICO charts – Students will complete a PICO chart with the peer-reviewed sources from their evidence-based research. Please use Word and do not change any of the formatting within the chart so that these charts can be easily combined into one comprehensive resource for all the students in the class.

Writing quizzes – Students will take quizzes regarding sections A and B of the Hegde text. Quizzes will be administered through the testing lab.

Course book selections – Students must complete sections A and B.4.16-B.4.51 of the Hegde text and Worksheets 1-6 in the Pannbacker text.

Performance Expectations:
Professors can expect student performance at varying levels, depending on the level of education and prior class work that builds toward higher levels of knowledge and skill. These levels include:
1. Knowledge: Describe, name, find, list, relate, write
2. Comprehension: Explain, compare, discuss, predict, outline, restate
3. Application: Complete, use, examine, illustrate, clarify, solve
4. Analysis: Compare/Contrast, examine, explain, identify, categorize, investigate
5. Evaluation: Justify, assess, prioritize, recommend, rate, decide/choose
6. Creation: Plan, invent, compose, design, construct, imagine

This course will be presented at levels 3-6. Please consider what those levels mean in relationship to the type of participation you will be expected to demonstrate in class and in the type of work you present.
Your time outside of class will be structured to provide you with the foundational levels of the material (knowledge and understanding) using assigned readings, video lectures, and other resources. We will use our class time to build upon that foundation. We will apply the knowledge to case studies; analyze patient characteristics, available literature, and expert opinion; evaluate diagnostic findings, conflicting ideas, patient preference, and evidence-based practice; and create sound treatment plans, diagnostic reports, family education materials, and goal statements that are consistent with current best practices in speech-language pathology. Using this framework, you should expect to spend your outside class time building a foundation for yourself so that our class time is used to take you to a higher level of mastery. You will learn the what outside of class so that we can address the how and what now during our class time.
Course Policies and Professional Conduct:

- You are expected to be an active learner in this course. This is not a strictly lecture-based course. You should come to class prepared to discuss the topic for the day, stay current on your reading assignments, and seek additional outside references to further your understanding and mastery of a topic when necessary rather than depend solely on the readings assigned or on the information explicitly discussed in class.

- You are expected to be fully engaged in class discussions and make comments and ask questions that demonstrate appropriate application and internalization of the discussion topics. Laptops may be used for in-class assignments, not for email or other Internet use during class time. Please do not text during class. If you have an urgent situation that requires your attention, just let me know.

- You are responsible for your own assignments and knowledge. Students who share assignments with students taking the course in a subsequent semester may be subject to academic integrity sanctions. Please refer to the University’s definitions and guidelines regarding plagiarism and Academic Integrity.

- Written work must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. Take advantage of the Writing Lab in the Brackett Library if you need additional support beyond what is available through your textbooks and classwork.

- No audio/video records of class may be made without the instructor’s consent.

- If you have any situation or problem that does or may affect your participation in class or completion of a class assignment, you should discuss the situation with me as soon as possible, preferably prior to the class or assignment deadline affected.

- If you have any questions or concerns regarding your grades, assignments, or understanding of topics from this course, you should arrange a meeting with me as soon as possible. Please be respectful of the chain of authority; discuss any concerns or questions with me first, and give me sufficient opportunity to resolve the issues.

Changes to the syllabus:
The instructor reserves the right to change course assignments and/or testing procedures; however, the instructor will announce any changes during class meetings or on Canvas so that the students have sufficient notice.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity/Assignment</th>
<th>Readings</th>
<th>Learning Objectives</th>
<th>ASHA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-21</td>
<td>Introduction; Syllabus; Purposes of writing; Basic rules of usage; Confidentiality; Ethical considerations</td>
<td>lecture, group discussion, in-class quiz</td>
<td>Pann. Ch 1 Hedge A.1 H &amp; J, Ch 1-2</td>
<td>Understand conventions of professional writing. Understand confidentiality and ethical considerations regarding professional writing.</td>
<td>CFCC Standard V-A; CAA Standard 3.1.1B</td>
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<td>8-23</td>
<td>Basic rules of composition; Medical terminology; Commonly misused words</td>
<td>Worksheets 1-6</td>
<td>Hegde A.2, A.3 Pann. Ch 2</td>
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<td>8-25</td>
<td>Writing without bias; Writing for different settings</td>
<td>Create treatment plan</td>
<td>Hegde B</td>
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<tr>
<td>8-28</td>
<td>Lesson plans and SOAP notes; Evidence-based practice</td>
<td>Documentation practice with Master Clinician</td>
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<td>8-30</td>
<td>EBP; Treatment rationales; SOAPs</td>
<td>Mrs. Lisa Acuff, students need computers</td>
<td>Pann. Ch 6 H &amp; J, Ch 11-15</td>
<td>Understand purpose of EBP Understand research techniques for locating and evaluating evidence to support clinical decisions</td>
<td>CFCC Standard IV-F; CFCC Standard V-A; CAA Standard 3.1.1B</td>
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<tr>
<td>9-1 (may move to 9/4)</td>
<td>EBP; Treatment rationales</td>
<td>Pann. Appen. B H &amp; J, Ch 11-15</td>
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<td>9-8</td>
<td>APA; Understanding research</td>
<td>Hayes &amp; Johnson, ch. 1, 2</td>
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<td>CFCC Standard IV-F</td>
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<tr>
<td>9-13</td>
<td>Writing workshop 1</td>
<td>Discuss CE feedback; group feedback and practice</td>
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<td>CFCC Standard V-A; CAA Standard 3.1.1B</td>
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<td>Date</td>
<td>Activity</td>
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<tr>
<td>9-15</td>
<td>Understanding research</td>
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<td>Hayes &amp; Johnson, ch. 3-10</td>
<td>CFCC Standard IV-F</td>
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<td>9-20</td>
<td>Writing workshop 2</td>
<td>Discuss CE feedback; group feedback and practice</td>
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<td>CFCC Standard V-A; CAA Standard 3.1.1B</td>
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<tr>
<td>9-22</td>
<td>Diagnostic reports</td>
<td>Mrs. Mulvany; in-class practice</td>
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<td>9-27</td>
<td>Writing workshop 3</td>
<td>Editing and revising diagnostic reports</td>
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<td>9-29</td>
<td>Understanding research</td>
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<td>Hayes &amp; Johnson, ch. 3-10</td>
<td>CFCC Standard IV-F</td>
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<td>10-4</td>
<td>Writing workshop 4</td>
<td>Editing and revising APA</td>
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<td>CFCC Standard V-A; CAA Standard 3.1.1B</td>
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<td>10-6 (8-12)</td>
<td>EBP presentations</td>
<td>Research papers due; Student presentations; Peer feedback and evaluations</td>
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<td>Demonstrate competency in understanding, analyzing, and reporting EBP CFCC Standard IV-F; CFCC Standard V-A; CAA Standard 3.1.1B</td>
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<td>10-13</td>
<td>ArkSHA</td>
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<td>11-3</td>
<td>Semester summaries and final reports</td>
<td>Lecture; in-class practice</td>
<td>Pannbacker, ch. 7</td>
<td>CFCC Standard V-A; CAA Standard 3.1.1B</td>
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<td>11-10</td>
<td>Writing workshop 5</td>
<td>Editing and revising semester summaries</td>
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<td>11-17</td>
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<td>11-24</td>
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<td>No class -- Thanksgiving break</td>
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