

**COURSE SYLLABUS**  
**COMD 835: Research Methods, 3 s.h.**  
**University of Wisconsin Joint AuD Program**  
**Fall 2018**  
**MW 1:00-2:15**  
**Room 234 CPS, UWSP**

**Instructors:** Dr. Rebecca Warner Henning, Professor of Audiology  
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**Office Hours:** Monday 3-4, Wednesday 2:30-3:30, Friday 11-noon, and by appt.

**Reaching me by phone:** You are welcome to call my office or leave a voicemail message at any time, but if you want to ensure that I'll be available, please arrange a time beforehand.

**E-mail communication:** You are expected to check your school e-mail account at least once per weekday for any important class announcements. I typically reply to emails within two business days or sooner. I cannot guarantee that I will check email on evenings and weekends, so please plan ahead to avoid last-minute weekend or late-night "emergencies".

**You are not permitted to turn in an assignment late because you are waiting for a reply from me.**

If you've emailed me with reasonable advance notice (see later in this paragraph), but I haven't replied within the timeframe given above, there is a chance I did not receive your message. Please check your sent-mail to see if it was actually sent, and try re-sending it or calling me. If you are emailing a question within 1-2 days or less of the deadline, I may not have time to reply/answer before the deadline. If I do not reply before the deadline, then you should submit your assignment by the deadline, using your best judgment to answer your question.

**Required Readings:**

Schiavetti, Metz, & Orlikoff, *Evaluating Research in Communicative Disorders*, 6<sup>th</sup> or 7<sup>th</sup> edition (7<sup>th</sup> edition authors are in the order of Orlikoff, Schiavetti, & Metz)

Publication Manual of the American Psychological Association, 6<sup>th</sup> edition (need consistent access)

Additional required readings will be available on the class D2L site.

**Optional Reading:**

Valente, M., Sarli, C.C., Valente, L.M., Amlani, A. M., Oeding, K, & Finnell, J., et al. (2011). *The Audiology Capstone: Research, Presentation, and Publication*. New York: Thieme Medical Publishers.

**Course Description and Objectives:**

This is a research course designed for future clinical audiologists. Clinical audiologists must have some research competency for several purposes:

- Clinicians must be able to critically evaluate and interpret research in order to use evidence-based practice. This course will include activities and assessments that require you to critically appraise, interpret, and synthesize the literature, especially as it applies to clinical audiology practice.
- Clinicians should be prepared to participate on a research team or conduct clinical outcomes research. Many AuD clinical audiologists who work at academic medical centers, at universities, and for equipment or device manufacturers are involved in research teams. Your capstone project will help prepare you for this type of work, and this course will take you through the initial steps of planning your capstone project.

### **Student Requirements:**

#### Personal situations and/or difficulty meeting course requirements:

If you are concerned that a family or personal situation is possibly affecting your ability to meet these requirements, please discuss this with me (or with the graduate advisor or another faculty member on your home campus with whom you feel comfortable) so that we can be aware of the situation and figure out alternative arrangements if needed. It is far better to be pro-active about discussing possible difficulties than to wait until your performance in the class has already suffered. I will not probe you for in-depth personal information that you are not comfortable sharing; however, you will likely need to provide some type of documentation to at least one faculty member (either myself or the graduate advisor on your home campus) if alternative arrangements, such as extended deadlines or different exam dates, are needed.

**You must complete all of the following in order to pass this course.**

#### Class Attendance:

You are expected to regularly attend class. *Repeated absences, especially unexcused absences, may result in failure of the class, or the need for a written improvement plan to improve attendance.* Excused absences will be granted for reasons such as illness/injury, family emergency or major event, travel to a professional conference, etc. All absences must be discussed with me as soon as possible and *before* class unless there is truly a last-minute emergency. If you have repeated absences, I may require documentation or some type of confirmation that the absences are excused. If you are concerned that a family or personal situation will cause you to miss class repeatedly, please discuss this with me so that we can come to an acceptable solution.

#### Class Preparation, Attentiveness, and Participation:

You are expected to come to class prepared, and to be attentive and participate in class. If you are doing other things in class, ***or even if you appear to be non-attentive or doing other things in class,*** it is distracting to other students and to the instructor, and I will ask you to be more attentive. If you continue to appear non-attentive, an improvement plan may be implemented.

#### Written Assignments:

See the assignments packet for complete descriptions and grading information. **All assignments must be completed at a satisfactory level in order to pass the class. Even if you otherwise have a passing average in the class, if you have not satisfactorily completed all assignments, then you may**

not pass the class. I will inform you if any of your assignments are not satisfactorily completed. If your performance on an assignment indicates that you have not met the required competency level (according to the course objectives and ASHA standards), you may be required to revise or re-do the assignment. At the discretion of the instructor, revisions or “re-dos” may or may not result in an improved grade.

**Exams:**

There will be two exams in this class. If your performance on an exam indicates that you have not met the required competency level (according to the course objectives and ASHA standards), you may be required to complete a make-up assignment or exam in order to demonstrate competency. Although a make-up assignment or exam may be used to demonstrate competency, it will not necessarily result in an improved grade on the exam.

**Academic Misconduct:**

If students are caught cheating or plagiarizing on any assignments, the UW System Student Misconduct procedures will be followed. Academic misconduct, depending on the severity, may result in a requirement to re-do or revise the assignment, or a reduced or failing grade on the assignment, or a failing grade in the class.

**Students with Disabilities:**

If you require accommodations for a documented disability, please contact me as soon as possible at the beginning of the semester.

**Religious Observances:**

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first three weeks of the semester regarding specific dates with which you have conflicts.

**Grading:**

More information about assignments and grading procedures is provided in the “Research Class Assignment Descriptions” packet. You are responsible for understanding and following all of that information.

**Assignments will receive the following weights:**

Exam I:	20% of class grade
Exam II:	20% of class grade
Research project written assignments	40% of class grade
-Lit. search, research question, & variables	15% of research project grade
-Peer review	15% of research project grade
-Introduction next version	35% of research project grade
-Final introduction	35% of research project grade
Homework assignments	20% of class grade

### Grading Scale:

<b>UW – SP</b> Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
<b>Percentage</b>	100-92	91.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-68	67.9-60	<60
<b>UW – Madison</b> Letter Grade	A	A-B		B	B-C		C	C-D		D	F

### ASHA Standards:

This course fulfills the knowledge and skills requirement of the ASHA CCC-A standard #A13.

If a student fails to fully meet this standard for the course (even if the student has an overall passing grade in the course), the student may be required to complete an improvement plan and/or re-do some assignments or portions of the course in order to fully meet the standard. Typically, this will not result in an improved course grade, but it will allow the instructor to sign off on the student's ASHA standard so the student can progress in the AuD program.

### Course Objectives:

1. Students will determine the level(s) of evidence of sources used for evidence-based practice (EBP); students will interpret evidence to make EBP clinical decisions.
2. Students will demonstrate an understanding of the ethical issues involved in research with human subjects, by successfully completing the online CITI training program for their home campus.
3. Students will complete written assignments in preparation for writing the introduction section of a research proposal.
4. Students will demonstrate an understanding of variables, research strategy, research design, and quality of measurements at a level that is appropriate for: critically evaluating research; being an efficient consumer of research; completing their capstone project; and being a clinical member of a research team.
5. Students will demonstrate an understanding of statistics at an introductory level that is appropriate for interpreting the statistics of their capstone projects, and for interpreting statistical and clinical significance of published research.
6. Students will demonstrate the ability to write clearly and effectively using the format and style of a scientific research paper. This includes the proper use and citation of resources.

### Instructor's Objectives:

In order to help you achieve the course objectives, I will do the following:

- 1) Provide you with suggestions for study skills and strategies;
- 2) Prepare classes that include a mix of lecture and learning activities that are designed to facilitate your learning;
- 3) Explain difficult concepts to the best of my ability;
- 4) Be available during office hours and by appointment to answer questions or discuss the material;

- 5) Provide a non-threatening environment in which it is acceptable to learn by trying new things and new ideas, and to not always have the “right” answer.

### Class Schedule

The following is a tentative schedule, and the topics on each day are subject to change. I do not plan to change the due dates for any assignments or exams.

Day	Date	Topic	Textbook Reading (On many days, there will be additional required readings posted in D2L. You will typically be required to have the articles available to you in class in either electronic or paper format).
W	Sept. 5	Course goals; introduction to research & EBP cases;	Orlikoff et al., chapter 1
M	Sept. 10	Writing an introduction and starting a research project: ideas and finding sources; research questions	Orlikoff et al., chapter 2
W	Sept. 12	EBP: creating questions and finding sources; difference between research and EBP in questions & sources	Cox (2005) pp. 419-427; ASHA EBP articles
<b>M</b>	<b>Sept. 17</b>	<b>Human subjects protection course certificate due</b>  Variables and measurement scales	Orlikoff et al., chapter 3 pp. 72-79, also chapter 6 pp. 224-228  <i>Schiavetti et al., chapter 3 pp. 58-64 &amp; 66-71, also chapter 5 pp. 179-182</i>
W	Sept. 19	Finish variables and measurement scales? Introduction: research questions; structure and APA style; scientific writing and avoiding plagiarism	APA Publication Manual, 6th edition  UW-Madison information on avoiding plagiarism: <a href="http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html">http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html</a>  Required references for writing: Hegde, chapter 14; U. of AZ Scientific writing guide

<b>M</b>	<b>Sept. 24</b>	<b>Anti-plagiarism assignment or pledge due;</b> Methods: research strategies and design	<u>Required:</u> Orlikoff et al., chapter 3 <u>Supplementary:</u> Orlikoff et al., chapter 6, pp. 204-221; <i>Schiavetti et al., chapter 5, pp. 159-175</i>
W	Sept. 26	Methods: research strategies and design	
M	Oct. 1	Methods: research strategies and design, including EBP levels of evidence	Cox (2005)
<b>W</b>	<b>Oct. 3</b>	<b>Lit. search, research question, &amp; variables assignment due</b> Methods: research strategies and design	<u>Required:</u> Orlikoff et al., chapter 4 <u>Supplementary:</u> more info and examples are in Orlikoff et al., chapter 5 or <i>Schiavetti et al., chapter 8</i>
M	Oct. 8	Methods: research strategies and design	
W	Oct. 10	Methods: research strategies and design	
<b>M</b>	<b>Oct. 15</b>	<b>Exam 1</b>	
W	Oct. 17	Methods: quality of measures, reliability and validity	Orlikoff et al., 228-264; <i>Schiavetti et al., chapter 5 pp. 182-218</i>
M	Oct. 22	Methods: quality of measures	
W	Oct. 24	Methods: quality of measures	
<b>M</b>	<b>Oct. 29</b>	<b>Peer review day: must have a complete version of your introduction ready for peer review by 1pm</b>	
<b>W</b>	<b>Oct. 31</b>	<b>Peer reviews due to the D2L dropbox</b> Methods: data collection and recording procedures; Evaluating EBP evidence	Cox (2005); ASHA EBP articles

M	Nov. 5	Evaluating EBP evidence; Results: null hypotheses and statistics	Orlikoff et al., chapter 7 pp. 273-293, 305-309; <i>Schiavetti et al., chapter 6 pp. 230-262</i>
<b>W</b>	<b>Nov. 7</b>	<b>Next version of introduction due;</b> Results: null hypotheses, statistics, and interpretation	Orlikoff et al., chapter 7 pp. 301-305, 309-322; <i>Schiavetti et al., chapter 6 pp. 262-289</i>
M	Nov. 12	Results: null hypotheses, statistics, and interpretation	
W	Nov. 14	Results: statistics and interpretation	Cox et al. (2005), pp. 431-434 (effect sizes and confidence intervals)
M	Nov. 19	Results: statistics and interpretation	
<b>W</b>	<b>Nov. 21</b>	<b>Recorded lecture?</b> Results: statistics and interpretation	<u>Supplementary examples:</u> Orlikoff et al., pp. 328-360; <i>Schiavetti et al., pp. 289-310</i>
M	Nov. 26	Results: statistics and interpretation	
W	Nov. 28	Results: statistics and interpretation	<u>Required:</u> Orlikoff et al., chapter 8 pp. 368-376; <i>Schiavetti et al., chapter 6 pp. 314-324</i>
M	Dec. 3	Finish statistics and interpretation?  Discussion, conclusions, and applications, including EBP	Orlikoff et al., chapter 9; <i>Schiavetti et al., chapter 7</i>
<b>W</b>	<b>Dec. 5</b>	<b>Exam 2</b>	
M	Dec. 10	Discussion, conclusions, and EBP applications	Cox et al. (2005), pp. 424-437
W	Dec. 12	Discussion, conclusions, and EBP applications	
<b>M</b>	<b>Dec. 17 by 1:00 pm</b>	<b>Final Introduction due</b>	