**COURSE SYLLABUS**

# **COMD 835: Clinical Research Methods, 3 s.h.**

**University of Wisconsin Joint AuD Program**

**Fall 2016**

**MW 1:00-2:15**

**Room 234 CPS, UWSP**

**Instructors:** Dr. Rebecca Warner Henning, Associate Professor at UWSP

Dr. Rachel Lee, Clinical Associate Professor at UW-Madison

**Office:** 050 CPS (Dr. Henning), 338 Goodnight Hall (Dr. Lee)

**Phone:** 715-346-2351 (Dr. Henning) & 608-262-6467 (Dr. Lee)

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**Office Hours:** Monday 3-4,Wednesday 2:30-3:30, Friday 11-noon, and by appt. (Dr. Henning)

 By appt. (Dr. Lee)

**Dr. Henning will be lecturing and facilitating discussions during the class sessions, as well as writing/designing and grading the exams. Any inquiries about those aspects of the course should be directed to her.**

**Dr. Lee will be reading and grading the three major writing assignments in this course, so inquiries about those assignments should be directed to her.**

**Reaching us by phone:** You are welcome to call our offices or leave a voicemail message at any time, but if you want to ensure that we’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. Dr. Henning and Dr. Lee typically reply to emails within two business days or sooner. We cannot guarantee that we will always 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 one of us.** If you’ve emailed the correct instructor with enough advance notice, but the instructor hasn’t replied within the timeframe given above, there is a chance she did not receive your message. Please check your sent-mail to see if it was actually sent, and try re-sending it or calling the instructor. If you are emailing a question within 1-2 days or less of the deadline, the instructor may not have time to reply before the deadline, and you should turn your assignment in using your best judgment if you have not received a reply.

**Required Readings:**

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

Publication Manual of the American Psychological Association, 6th 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 research in order to use evidence-based practice. This course will include an evidence-based practice activity that requires you to critically appraise and synthesize the literature, and generate a clinical recommendation.
* 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 prepare you for your capstone project, including the beginning of the introduction section for your project.

**Student Requirements:**

**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. I reserve the right to ask you for documentation of excused absences, especially if you have repeated absences. 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 Participation and Preparation:

You are required to come to class prepared, and to make oral and/or written contributions to class regularly. See the Class Contributions section of the assignment description packet for more information.

Written Assignments

See the assignments packet for complete descriptions and grading information. **All** assignments, including class participation/contributions, 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 will not pass the class. Dr. Henning or Dr. Lee will inform you if any of your assignments are not satisfactorily completed, and you will have the opportunity to re-do or revise the assignment to reach the satisfactory level. 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.

**Academic Misconduct:**

Ifstudents 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 the appropriate instructor as soon as possible at the beginning of the semester.

**Religious Observances:**

We will accommodate religious beliefs according to UWS 22.03 if you notify the appropriate instructor 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: Methods 25% of class grade

Exam II: Results and discussion 25% of class grade

Research project written assignments 35% of class grade

 -Lit. search, research question, & variables 25% of research project grade

 -Lit. review & rationale 37.5% of research project grade

 -Final assignment 37.5% of research project grade

Class participation 15% of class grade

 Includes: contributions to class,

completion of IRB course,

 & anti-plagiarism assignment or pledge

Grading Scale:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UW – SP** Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| **Percentage** | 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 |
| **UW – Madison** 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 following ASHA Audiology Standards:

A18, A22, F2, F3

If a student fails to meet the ASHA Standards for 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 meet the ASHA standards.

**Course Objectives:**

1. Students will determine the level(s) of evidence of sources used for evidence-based practice (EBP); students will use an understanding of 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 UW-Madison’s online training.
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 understanding their capstone projects and understanding and interpreting statistical and clinical significance of published research.
6. Students will demonstrate the ability to use and properly cite sources.

**Instructors’ Objectives:**

In order to help you achieve the course objectives, we 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 engage you in the material and facilitate your learning;
3. Explain difficult concepts to the best of our 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 out loud,” learn by trying new things and new ideas, and not always have the “right” answer.

**Class Schedule**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Date** | **Topic** | **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. 7 | Introduction to the course; Issues in research (finding, reading, and organizing articles efficiently; bias; ethics; practical issues);Intro to EBP | Schiavetti et al., chapter 1 ; *Orlikoff et al., chapter 1* |
| M | Sept. 12 | Continue previous topics; EBP: questions and finding sources;Introduction: ideas and finding sources | Cox (2005) pp. 419-427 (can read remainder of article if desired);ASHA EBP articles |
| W | Sept. 14 | Introduction: research questions | Booth chapter 3 and Hegde chapter 13 |
| **M** | **Sept. 19** | **Human subjects protection course certificate due**Finish research questions?Introduction: structure and APA style | Schiavetti et al., chapter 2; *Orlikoff et al., chapter 2* APA Publication Manual, 6th edition |
| W | Sept. 21 | Introduction: scientific writing and avoiding plagiarismBegin Methods: variables and measurement scales? See required reading for M Sept. 26 | UW-Madison information on avoiding plagiarism: <http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html>Required references for writing:Hegde, chapter 14;U. of AZ Scientific writing guide |
| M | Sept. 26 | Methods: variables and measurement scales | Schiavetti et al., chapter 3 pp. 58-64 & 66-71, also chapter 5 pp. 179-182*Orlikoff et al., chapter 3 pp. 72-79, also chapter 6 pp. 224-228* |
| **W** | **Sept. 28** | **Anti-plagiarism assignment or pledge due;**Finish variables & measurement scales?EBP: creating questions and finding sources | Cox (2005) pp. 419-427 (can read remainder of article if desired);ASHA EBP articles |
| M | Oct. 3 | Finish EBP questions and sources;Introduction: tips for writing | Same as previous day |
| **W** | **Oct. 5** | **Literature Search, Research Question & Variables assignment due (by 1pm)**Methods: research strategies and design | Required: Schiavetti et al., chapter 3; *Orlikoff et al., chapter 3*Supplementary: Schiavetti et al., chapter 5, pp. 159-175 ; *Orlikoff et al., chapter 6, pp. 204-221* |
| M | Oct. 10 | Methods: research strategies and design | Same as previous day |
| W | Oct. 12 | Methods: research strategies and design | Required: Schiavetti et al., chapter 4; *Orlikoff et al., chapter 4*Supplementary: more info and examples are in Schiavetti et al., chapter 8 *or Orlikoff et al., chapter 5* |
| M | Oct. 17 | Methods: research strategies and design | Same as previous day |
| W | Oct. 19 | Methods: research strategies and design (finish?); Methods: quality of measures, reliability and validity (start?) | Schiavetti et al., chapter 5 pp. 182-218; *Orlikoff et al., 228-264* |
| M | Oct. 24 | Methods: quality of measures | Same as previous day |
| W | Oct. 26 | Methods: quality of measures | Same as previous day |
| M | Oct. 31 | Methods: quality of measures | Same as previous day |
| **W** | **Nov. 2** | **Literature Review and Rationale due (by 1pm)**Methods: quality of measures | Same as previous day |
| **M** | **Nov. 7** | **Exam I: Methods** |  |
| W | Nov. 9 | Methods: data collection and recording procedures |  |
| M | Nov. 14 | Results: null hypotheses and statistics | Schiavetti et al., chapter 6 pp. 230-262; *Orlikoff et al., chapter 7 pp. 273-293, 305-309* |
| W | Nov. 16 | Results: null hypotheses, statistics, and interpretation | Schiavetti et al., chapter 6 pp. 262-289; *Orlikoff et al., chapter 7 pp. 301-305, 309-322*Cox et al. (2005), pp. 431-434 (effect sizes and confidence intervals) |
| M | Nov. 21 | Results: statistics and interpretation |  |
| W | Nov. 23 | Results: statistics and interpretation |  |
| M | Nov. 28 | Results: statistics and interpretation | Supplementary examples: Schiavetti et al., pp. 289-310; *Orlikoff et al., pp. 328-360*  |
| W | Nov. 30 | Results: statistics and interpretation |  |
| M | Dec. 5 | Results and discussion | Required: Schiavetti et al., chapter 6 pp. 314-324, chapter 7; *Orlikoff et al., chapter 8 pp. 368-376, chapter 9* |
| W | Dec. 7 | Discussion, conclusions, and applications, including EBP | Required: Cox et al. (2005), pp. 424-437 |
| **M** | **Dec. 12** | **Exam 2: Results and discussion** |  |
| **W** | **Dec. 14 by 1:00 pm** | **Final Introduction due**Discussion, conclusions, and applications, including EBP |  |