**COURSE SYLLABUS**

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

**University of Wisconsin Joint AuD Program**

**Fall 2017**

**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,* 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 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 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. 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:**

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 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: 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 several ungraded

written assignments

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 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** | **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. 6 | Introduction to the course: goals & EBP; introduction to research issues; introduction to effective learning and course strategies | Schiavetti et al., chapter 1 ; *Orlikoff et al., chapter 1* |
| **M** | **Sept. 11** | **Assignment #1 due**Finish previous topics if necessary;Writing an introduction: ideas and finding sources; research questions | Cox (2005) pp. 419-427;ASHA EBP articles |
| W | Sept. 13 | Introduction: research questions  | Booth chapter 3 and Hegde chapter 13 |
| **M** | **Sept. 18** | **Human subjects protection course certificate due**Methods: variables and measurement scales | Schiavetti et al., chapter 2; *Orlikoff et al., chapter 2* APA Publication Manual, 6th editionSchiavetti 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. 20 | Finish variables and measurement scales?Introduction: structure and APA style;scientific writing and avoiding plagiarism | 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. 25** | **Anti-plagiarism assignment or pledge due;**EBP: creating questions and finding sources | Cox (2005) pp. 419-427 ASHA EBP articles |
| W | Sept. 27 | Finish previous topics |  |
| M | Oct. 2 | 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* |
| **W** | **Oct. 4** | **Literature Search, Research Question & Variables assignment due (by 1pm)**Methods: research strategies and design |  |
| M | Oct. 9 | 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* |
| W | Oct. 11 | Methods: research strategies and design |  |
| M | Oct. 16 | Methods: research strategies and design | Same as previous day |
| W | Oct. 18 | Methods: quality of measures, reliability and validity (start?) | Schiavetti et al., chapter 5 pp. 182-218; *Orlikoff et al., 228-264* |
| M | Oct. 23 | Methods: quality of measures | Same as previous day |
| **W** | **Oct. 25** | **Exam I** |  |
| M | Oct. 30 | Methods: quality of measures | Same as previous day |
| **W** | **Nov. 1** | **Literature Review and Rationale due (by 1pm)** Methods: data collection and recording procedures; Evaluating EBP evidence | Cox (2005);ASHA EBP articles |
| M | Nov. 6 | Evaluating EBP evidence; 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. 8 | Results: null hypotheses, statistics, and interpretation | Schiavetti et al., chapter 6 pp. 262-289; *Orlikoff et al., chapter 7 pp. 301-305, 309-322* |
| M | Nov. 13 | Results: null hypotheses, statistics, and interpretation |  |
| W | Nov. 15 | Results: statistics and interpretation | Cox et al. (2005), pp. 431-434 (effect sizes and confidence intervals) |
| M | Nov. 20 | Results: statistics and interpretation |  |
| W | Nov. 22 | Results: statistics and interpretation | Supplementary examples: Schiavetti et al., pp. 289-310; *Orlikoff et al., pp. 328-360*  |
| M | Nov. 27 | Results: statistics and interpretation |  |
| W | Nov. 29 | Results and discussion | Required: Schiavetti et al., chapter 6 pp. 314-324, chapter 7; *Orlikoff et al., chapter 8 pp. 368-376, chapter 9* |
| M | Dec. 4 | Discussion, conclusions, and applications, including EBP | Required: Cox et al. (2005), pp. 424-437 |
| **W** | **Dec. 6** | **Exam 2: Results and discussion** |  |
| M | Dec. 11 | EBP applications; trends in research |  |
| W | Dec. 13 | EBP applications; trends in research |  |
| **F** | **Dec. 15 by 1:00 pm** | **Final Introduction due** |  |