

COURSE SYLLABUS
CSD 835: Research Methods, 3 s.h.
University of Wisconsin Joint AuD Program
Fall 2023
MW 1:00-2:15

Instructors: Dr. Rebecca Warner Henning, Professor of Audiology

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Office Hours: Monday 2:30-3:30, Thursday 1:30-2:30, and by appt. *Zoom and phone “office hours” appointments can also be arranged as needed, either during my regular office hours times or at other times. Please email or call me to schedule Zoom or phone appointments.*

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, and I cannot guarantee that I will check email on evenings and weekends.

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 sending another email. If you are emailing a question within 1-2 days or less of the assignment’s deadline, then I may not have time to reply/answer before the deadline. (I will try to reply, but I often have multiple urgent matters that come up at the same time). 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:

Orlikoff, Schiavetti, & Metz, *Evaluating Research in Communication Disorders*, 8th edition

Publication Manual of the American Psychological Association, 7th edition

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

Optional Textbook:

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 competency in research methods 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.

Course Format:

- This class will meet in-person in the distance education rooms at UWSP and UW-Madison.
- In addition to the class meetings, there will also be some recorded lectures you will be required to watch outside of class meeting times. These will be posted to Canvas and announced in class.

Student Privacy and Intellectual Property of Recorded Lectures:

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] **Students may not copy or share lecture materials and recordings outside of class**, including posting on internet sites or selling to commercial entities. **Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission.** Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Student Requirements:

Classroom Etiquette & Professionalism:

As doctoral students, I expect you to attend class with an attitude of respect, engagement, enjoyment, and professionalism. Here are my specific expectations:

- Come to class prepared, which will allow me to spend class time clarifying difficult concepts and clearing up genuine misunderstandings instead of just repeating information that is already covered in the readings or in other required class materials.
- Treat your classmates and me with respect and tolerance, understanding that everyone learns differently, and understanding that nobody (including me) is perfect and that everyone sometimes makes mistakes. The students who learn the most are those willing to make mistakes and learn from them.

- Remain engaged in class. In distance education, the students at the “remote” campus may tend to act kind of like they are watching TV. They talk among themselves more, walk around the room, get up and leave the room, etc. All of these things are extremely distracting to me and to the other students. In our UWSP distance room, the Madison students are displayed on two very large monitors, which means we can all easily see what goes on in that classroom! I ask all of you to act as though I am in the room with you. I understand that occasionally you may need to leave the room or talk to your neighbor, but I ask you to keep these behaviors to a minimum. If there is a problem or misunderstanding, please bring it to my attention. If something funny happens at one campus and you are all laughing, share it with the rest of us so that we can all feel more connected.
- I expect cell phones to remain silenced and not in use during class. If you have a true emergency situation that may require you to take a call or texts during class, please inform me of that possibility ahead of time, and do so in a way that is minimally distracting to your classmates; for example, sit on the far side of the classroom, or leave the classroom if you need to take a call or need to text extensively.
- If you bring a laptop or tablet to class, I expect that you are using it for class activities. Please do not distract your classmates by using it for non-class activities.

Personal situations and/or difficulty meeting course requirements:

If you are concerned that extenuating personal or family circumstances may affect your ability to meet the course 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 proactive 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 if you would prefer not to share it; however, you will likely need to provide some type of documentation to at least one faculty member and/or to the disability services office on your home campus (if applicable to your situation) 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 responsible for attending class sessions unless you discuss (an) excused absence(s) with me, preferably ahead of time if possible. Repeated **unexcused** absences will, at the least, result in a meeting to discuss and troubleshoot any barriers you are experiencing to attending class, and if the problem remains unresolved, may result in an improvement plan to meet ASHA’s professionalism competency. **If you are concerned that a family or personal situation will cause you to miss class repeatedly, please discuss this with me proactively so we can discuss some possible solutions, rather than waiting until you have repeated unexcused or unexplained absences.**

Class Assignments:

See the assignments information in Canvas 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. Depending on the situation, revisions or “re-dos” may or may not result in an improved grade.

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 or Health/Medical Conditions:

If any student has a disability or a health/medical condition that requires reasonable accommodations to meet the class requirements, you must contact the disability services office on your home campus to arrange for accommodations.

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 separate description for each assignment, as well as in the general grading information document. You are responsible for understanding and following all of that information.

Assignments and grading weights:

There will be approximately **four graded Evidence-Based Practice (EBP) assignments** throughout the class. Your grades on these assignments will be averaged, with each EBP assignment weighted equally, for your total semester EBP Assignment grade. Your **total semester EBP Assignment grade will be worth 48% of your class grade. (This means each one individually is worth 12% of your grade).**

In addition to the EBP Assignments, there will be several written assignments to prepare for your capstone/research project. **These research project written assignments are weighted as follows, and in total they comprise 46% of your class grade:**

- Lit. search, research question, & variables 14% of class grade
- Peer review 12% of class grade
- Final introduction (including required meeting with me between the peer review and final submission) 20% of class grade

There will also be **in-class assignments** (usually completed in groups of 2-3 during class) **that will be averaged for a total of 6% of your class grade.**

Finally, there are two assignments (CITI Human Subjects Research course and Anti-Plagiarism Assignment or Pledge) that are not graded, but must be satisfactorily completed to pass the course.

Use of AI and Class Assignments:

Most, if not all, of the assignments in this class require specific analysis and integration of existing research, and/or the generation of novel research ideas and methods. In contrast, AI tends to produce more general or generic information, it can sometimes be inaccurate, its answers can reinforce or perpetuate existing biases, and it does NOT accurately cite sources. (Many “sources” that it “cites” do not even exist). I will be grading your assignments on how well you are applying the specific information taught in this class. For these reasons, I do not believe AI will generally be helpful for the assignments in this class, although you are not prohibited from using it.

Regardless of whether or not you use AI in some capacity, YOU are responsible for the accuracy, relevance, and correct use of sources and citations for the assignments you submit in this class. If you choose to use AI in any assignments, you will likely need to closely and critically evaluate and edit the information for accuracy, to minimize bias, to make sure you are specifically applying content taught in this class, and to make sure that other sources are correctly paraphrased and cited.

Grading Scale:

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-93	92.9-90	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 requirement of **ASHA CCC-A standard #A13:** Student demonstrates knowledge of “principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making.” (<https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>)

Method of Assessing Competency: Competency in this ASHA standard is assessed on all assignments in this course; thus, there are multiple opportunities for students to demonstrate competency. If a student earns a passing grade on every assignment, then the student will meet competency. If a student does not pass an assignment, then the instructor will review the student’s work to determine which portions did not meet competency and to what extent. If the student does not demonstrate competency of that material via (a) passing grade(s) on (an)other class assignment(s) covering similar material, then the student will need to complete make-up or additional work to demonstrate competency in that material. **A passing grade is a B or better. If a student fails to complete any of the tasks required for competency, they will work with the course instructor to either redo the task or complete an additional task in order to demonstrate**

competency. If a student is not able to successfully complete this task, then an improvement plan will be initiated to remediate the skill in question. See the AuD handbook section on improvement plans.

Learning Outcomes:

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 an introduction section of a research proposal.
4. Students will write clearly and effectively using the format and style of a scientific research paper, including the proper use and citation of resources.
5. Students will describe, explain, and apply the following concepts: 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.
6. 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.

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. **Due dates for EBP assignments may change slightly, if needed to better correspond with the pace of class**, but the due dates **will not be any earlier** than what is listed here. I do **not** plan to change the due dates for any other assignments.

Day	Date	Topic	Textbook Reading
			(There will be additional required readings posted in Canvas. You will often need to have the articles available to you in class in either electronic or paper format).
W	Sept. 6	Course goals; introduction to research & EBP; Starting a research project: ideas and finding sources; research questions	Orlikoff et al., chapter 1 through p. 24
M	Sept. 11	Starting a research project: ideas and finding sources; research questions; Intro to variables	Orlikoff et al., chapter 1 pp. 24-36; chapter 3 pp. 80-84
W	Sept. 13	Human subjects protection course certificate due; Continue previous topic; EBP: creating questions and finding sources; difference between research and EBP in questions & sources	Orlikoff et al., chapter 10
M	Sept. 18	Variables and measurement scales	Orlikoff et al., chapter 3 pp. 80-84, also chapter 6 pp. 246-249
W	Sept. 20	Finish variables and measurement scales? Introduction: research questions; structure and APA style; scientific writing and avoiding plagiarism	Orlikoff et al., chapter 2

M	Sept. 25	Introduction: research questions; structure and APA style; scientific writing and avoiding plagiarism	
W	Sept. 27	Anti-plagiarism assignment or pledge due; Methods: research strategies and design	<u>Required:</u> Orlikoff et al., chapter 3
M	Oct. 2	EBP Assignment Step 1 due; Methods: research strategies and design	
W	Oct. 4	Methods: research strategies and design	
M	Oct. 9	Lit. search, research question, & variables assignment due; Methods: research strategies and design, including EBP levels of evidence	
W	Oct. 11	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
M	Oct. 16	Methods: research strategies and design	
W	Oct. 18	Methods: research strategies and design	
M	Oct. 23	EBP Assignment Step 2 due; Methods: quality of measures, reliability and validity	Orlikoff et al., 249-288
W	Oct. 25	Methods: quality of measures	
M	Oct. 30	Methods: quality of measures	
W	Nov. 1	Methods: quality of measures	

M	Nov. 6	Peer review day: must have a complete version of your introduction ready for peer review by 1pm	
W	Nov. 8	Peer reviews due to the Canvas dropbox Methods: data collection and recording procedures	
M	Nov. 13	EBP Assignment Step 3 due; Results: null hypotheses and statistics	Orlikoff et al., chapter 7 pp. 299-318
W	Nov. 15	Results: null hypotheses, statistics, and interpretation	Orlikoff et al., chapter 7 pp. 325-328, 332-337
M	Nov. 20	Results: null hypotheses, statistics, and interpretation	Orlikoff et al., chapter 7 pp. 328-331, 337-350
W	Nov. 22	Results: statistics and interpretation	Orlikoff et al., chapter 8 pp. 354-396 (includes many supplementary examples)
M	Nov. 27	Results: statistics and interpretation	
W	Nov. 29	Results: statistics and interpretation	
M	Dec. 4	Results: statistics and interpretation	
W	Dec. 6	Results: statistics and interpretation	
M	Dec. 11	Final Introduction due; Finish statistics and interpretation? Discussion, conclusions, and applications, including EBP	Orlikoff et al., chapter 9
W	Dec. 13	Discussion, conclusions, and EBP applications	
M	Dec. 18	EBP Assignment Step 4 due by 1 pm	

