

Department of Allied Health Sciences
ALHE 4060: Research in Allied Health (3 cr.)

Prerequisites:

None, although successful completion of an elementary probability and statistics course is recommended. However, you'll be fine in the course if you haven't had stats. This isn't a stats course, but because you'll be doing a lot of writing, not having good writing skills will be much worse than not having knowledge of statistics.

Course Description:

- **The official version**
 This course is intended to enhance the allied health practitioner's understanding of the development and interpretation of research. Discussions will be conducted on being a competent and critical consumer of research and an understanding of evidence based practice. Assignments inclusive of advanced writing applications and technology utilization are required of the participants.
- **What you really need to know**
 This course is about being a good consumer of research, being able to evaluate sources and determine credible information and applying that to an evidence-based health care practice.

Required Texts:

Kottler, J.A. & Sharp, L. (2018). *Understanding research: Becoming a competent and critical consumer*, (2nd ed.) Academic Publishing: Cognella. ISBN: 978-1-5165-2625-3

American Psychological Association (2020). *APA Publications manual* (7th ed.) 7th ISBN: 1-4338-3216-1

Relationship of Course to College and Program Philosophy and Goals:

- **What we include for the purposes of an academic audit because we think we have to use big words and convoluted sentences to make the auditors think we're really smart:** This is a writing and technology intensive course. This course integrates teaching, research and service into the course of study, with the expectations of improving the student's understanding and utilization of the fundamental skills of scientific research. Students are expected to apply basic tenets of research in reading, interpreting, and evaluating published manuscripts and abstracts.
- **Translation:** This course is about being a good consumer of research in an allied health profession and being able to apply these concepts to an evidence-based practice.

Instructional Methods:

- This is a senior level course and I invite you to join a community of learners who will be prepared for (that means doing the readings/viewings in advance!) active participation in class each session and who will “dig deep” on our journey to becoming good consumers of research.
- We’ll use readings from the texts, video clips, discussions, and assignments to navigate the often confusing waters of research. Sounds like fun, huh? 😊

Objectives (or what you should be able to do by the end of the course):

- Evaluate published studies related to allied health practice, research, and education.
- Use the principles of research methodology and evidenced-based practice.
- Analyze and synthesize information.
- Communicate effectively orally and/or in writing.

Grading Info

- **Due Dates:** Assignments are due by the dates listed on the course Schedule (available in the content section, course documents module of the D2L course site). You are more than welcome and encouraged to submit assignments in advance of the due date.
 - I grade assignments in the order in which they are submitted (first in, first graded; last in, last graded). You can access your feedback even after the drop box closes.
 - I will grade assignments submitted after the due date when I can get to them; late assignments for this class won’t get priority over on time assignments for other courses.
- **Grace Period:** Because the proverbial “stuff” happens, you have a grace period for most of your assignments (unless otherwise noted in the instructions). That means that the drop boxes will stay open for one week (unless otherwise noted in the instructions) beyond the assignment due date. ***Assignments submitted during the grace period are not eligible for full points there is a 10% penalty for late submission.*** If you haven’t submitted your assignment by the time the drop box closes at the end of the Grace Period week, you will earn zero (0) points for that assignment. Tough? Maybe, but hey, we have deadlines on the job, so this is no different (and on the job we don’t usually get a grace period!)
- **Rubric:**
 - If you’ll read the instructions for each assignment, you’ll see that you pretty much have a rubric for what you’re graded on. You earn your points for each assignment based on how thoroughly you complete each assignment.
 - Does grammar/writing count in your grade? Of course it does! Good writing takes a lot of practice. A mature student will know whether he/she should take advantage of the assistance available in the Center for Academic Achievement

(CFAA). With a cool professor, you earn a bonus point for proof of using a writing tutor in the CFAA!

Need to fill some space here, so here's a public service announcement from your friendly professor – if there is anything in this syllabus you don't understand or have questions about, please don't just complain to your classmates, boyfriend/girlfriend, other professors, family, etc. about it – LET ME KNOW!

Assignments and point values:

Full details on assignments are provided in the content section of the D2L site.

Assignment	Points
Course Quiz	5
Evaluating websites assignment	10
Comparison/Contrast of sources	10
Plagiarism test	10
Citation test	10
Analysis/Evaluation of Research study (10 initial; 15 revision)	25
Reflection paper	10
Weekly discussions (10 for weeks 1-7; 10 for weeks 8-14)	<u>20</u>
TOTAL	100
Bonus opportunity <ul style="list-style-type: none"> Use of CFAA-writing assistance on the Analysis/Evaluation paper 	+1 possible

Grading Scale

95-100 A	77-79 C
92-94 A-	74-76 C-
89-91 B+	71-73 D+
86-88 B	68-70 D
83-85 B-	67 or below F
80-82 C+	

Accommodations

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P.Culp Center, telephone 439-8346.