

**Department of Allied Health Sciences**  
**ALHE 4060: Research in Allied Health**  
**Dr. Amanda Johnson**  
**FALL 2021**

**Proficiency Intensive Information:**

ALHE 4060 is designated by ETSU as *both* [writing intensive and using technology intensive](#)

**Prerequisites:**

NONE...technically. However, successful completion of an elementary probability and statistics course is recommended. Also, due to the fact that this is a writing intensive course, having poor writing skills will be much more devastating than not having a solid knowledge of statistics.

**Course Description:**

- This course is intended to enhance the health practitioner's understanding of the development and interpretation of research. Discussions will be conducted on being a competent and critical consumer of research with an understanding of evidence based practice. Assignments inclusive of advanced writing applications and technology utilization are required of the participants.

**Required Texts:**

- Jones, W.P. & Kottler, J.A. (2006). *Understanding Research: Becoming a Competent and Critical Consumer*. Upper Saddle River: Pearson Edwards. ISBN: 0-13-119844-0
- American Psychological Association (2010). *APA Publications Manual 6th Edition* ISBN: 1-4338-0561-8

**Relationship of Course to College and Program Philosophy and Goals:**

- 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.

**Instructional Methods:**

- **Disclaimer:** This is an online course, but it is **not** an independent study, nor is it a lecture course in which I prepare PowerPoints that concisely cover everything in the textbooks and students passively peruse them and assume they're being taught.
- This is a senior level course, and I expect you to join a community of learners who will be prepared for (meaning completing the readings/viewings in advance) active participation in the discussion boards each week.
- We will utilize various instructional mediums, such as reading from the texts, video clips, discussions and assignments to facilitate the learning process.

**Objectives:**

- Evaluate published studies related to allied health practice, research, and education.
- Use the principles of research methodology and evidence 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. 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 will not get priority over assignments submitted on time.
- **Late Work:** Because the proverbial "stuff happens," I occasionally allow grace periods for most of your assignments (unless otherwise noted in the instructions). I'm not necessarily a tyrant in this respect, but leniency will only be granted to those with a legitimate excuse (i.e. grave illness, loss of both limbs, natural disasters, death in the immediate family, your own death, etc.). **Late work will NOT receive full credit for the assignment, but hey, partial credit is better than no credit.**
- **Rubric:** If you read the instructions for each assignment, you'll see a detailed list of my expectations included. You earn your points for each assignment based on how thoroughly you complete each assignment. *Grammar and proper writing count in your grade.* At this point in your academic career, you should have decent writing skills. A mature student will know whether he/she should take advantage of the assistance available in the **Center for Academic Achievement (CFAA)**. I will even award a bonus point for proof of using a writing tutor in the CFAA.
- **Request for Review of Points:** There is an extremely slight possibility that I will make a mistake in grading at some point. If you believe the points you receive for any assignment are not reflective of the quality of work you submitted, please submit a "Request for Review of Points." There is a drop box for the Request for Review, and it will be open until the last day of classes. If you notice that I made a clerical error in recording your grade, just send me an email with a message to that effect. No need to do a Request for Review for that.

## Summary of Assignments and point values:

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

Assignment	Points
Course Quiz	5
Library Tutorials summary-oral presentation	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	15
<b>TOTAL</b>	<b>100</b>
Bonus assignments	+3 possible
• Introductions, profile picture, tips for success (+2)	
• Use of CFAA-writing assistance (+1)	

## Grading Scale

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