HSP 4191
Research
Summer I 2021

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Office: Archer Building (HHS) 222E
Office Hours: Virtual Office Hours Available Mondays, Tuesdays, and Wednesdays 9:30-11:00 and by Appt

Course Information

Course Description
Individual research problems for superior students majoring in Health Science Professions. (May be repeated to a total of six semester hours credit.)

Course Objectives
Upon successful completion of this course, students will be able to demonstrate:

- Knowledge and skill in the research process.

Course Credits
1

Prerequisite Courses
Instructor Permission

Communication
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.
Grading - Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PICO Question</td>
<td>50</td>
</tr>
<tr>
<td>Small Scale Literature Review</td>
<td>150</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.
The following grading scale is in use for this course:
- A = 180-200 points
- B = 160-179.99 points
- C = 140-159.99 points
- D = 120-139.99 points
- F = 0-119.99 points (Grades are not rounded up)

Assignments

PICO Assignment (50 points)
Formulate a PICO question that specifically describes what would like to know about your topic/injury/or condition you plan to research for your small-scale literature review. Complete the PICO sheet related to your question. (See example below)

Identify the components of PICO clinical question development.

<table>
<thead>
<tr>
<th>P</th>
<th>Patient characteristics and values; history of injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Intervention (Special tests) considered</td>
</tr>
<tr>
<td>C</td>
<td>Comparison (Gold standard)</td>
</tr>
<tr>
<td>O</td>
<td>Outcomes (Accurate diagnosis)</td>
</tr>
</tbody>
</table>
Example of a PICO Question

Your PICO Chart

<table>
<thead>
<tr>
<th>P:</th>
<th>20 year old male; plays basketball; felt a ‘pop’ in his knee upon changing directions during a game</th>
</tr>
</thead>
<tbody>
<tr>
<td>I:</td>
<td>Lachman’s test</td>
</tr>
<tr>
<td></td>
<td>Pivot Shift Test</td>
</tr>
<tr>
<td>C:</td>
<td>MRI</td>
</tr>
<tr>
<td>O:</td>
<td>Accurate diagnosis of ACL injury</td>
</tr>
</tbody>
</table>

Lastly, please write the complete clinical question that you believe would best suit your scenario.

In 20-year old male basketball players, is the Lachman’s test or pivot shift test more reliable to provide an accurate diagnosis of ACL injury when compared with MRI?

Small-Scale Literature Review Assignment

A literature review is a descriptive summary of research on a topic that has previously been studied. The purpose of a literature review is to inform readers of the significant knowledge and ideas that have been established on a topic. Its purpose is to compare, contrast and/or connect findings that were identified when reviewing researchers' work. Oftentimes, literature reviews are written to ground a study in a particular context of what is known about a subject in order to establish a foundation for the topic (or question) being researched.

The purpose of this assignment is to facilitate your abilities to research a topic of study so you can learn to (1) identify and formulate an inquiry question that defines what you'd like to learn, (2) apply your knowledge on reading research that you've learned in class, (3) analyze information found in educational journal articles, and (4) synthesize new knowledge into a written small-scale literature review.

**Assignment Description:** For this assignment you are asked to complete a small-scale literature review on an educational topic of your choice. You are asked to locate at least 5 educational journal articles on your topic and write a 4-5 page double spaced literature review on the articles you've selected.

**Steps to complete your small-scale literature review:**
1. Choose a healthcare topic/injury/or condition that you are interested in studying.
2. Formulate a PICO question that specifically describes what you would like to know about your topic.
3. Complete a literature search and locate journals that include your topic's information.
4. Find articles, read the abstracts, and skim the articles to determine if they correspond well to your topic AND PICO question.
5. Select at least 5 journal articles you will need to provide a link to each article in the reference section of your project.
6. Read your articles and begin to sort and classify them according to their findings.
7. Organize your articles by sorting and classifying their findings in a meaningful way, always considering your original topic and inquiry question.
8. Write an outline for your small-scale literature review.
9. Write your review.

**Outline for writing your small-scale literature review:**

1. **Introduction**
   The introduction is used to establish the context of your review to the reader. To establish the context, it is important to do the following in this opening paragraph:
   a. Define the topic of your study and provide any background information that helps your reader to understand the topic.
   b. Explain your reason (perspective) for reviewing the literature on this topic.
   c. State your inquiry question for this review.
   d. This should all be written in 3rd person. (Do not use 1st person.)

2. **Body**
   This section of your paper begins with an explanation of how you have organized your small-scale literature review and describes findings from articles that provide answers to your PICO question. Before you begin this section, be sure that you have sorted your articles into different themes based on the articles' findings (sometimes called results). After you sort your articles, it is important to give your sorted groups a descriptive name. The names of the sorted articles will become your headings for each of the paragraphs that you write in the body of your review. To write the body of your small-scale literature review, it is important to include the following:
   a. Write an introduction paragraph for the body of your review. This paragraph tells the reader specific information on how many articles you reviewed and how you sorted the articles into common themes based on the results.
   b. This will be a paragraph that describes the first theme that you identified and compare, contrast and/or connect the articles you've selected.
   c. This will be a paragraph that describes the second theme that you identified and compare, contrast and/or connect the articles you've selected.
   d. This will be a paragraph that describes the third theme that you identified and compare, contrast and/or connect the articles you've selected.
3. **Summary**
This is the last paragraph of your small-scale literature review. In this paragraph, it is important to summarize the main findings from the articles that you reviewed and to point out the information that you found particularly important to know that answered the PICO question that you established in the first paragraph of your review. Try to conclude your paper by connecting your inquiry question back to the context of the general topic of study.

4. **References**
This is the last page of your review. It serves as a listing of all references that you mentioned in your paper along with a link to each of your articles. Please use APA style when completing this reference list.
## Small-Scale Literature Review Assignment Grading Rubric

The following chart will be used as a rubric to grade your small-scale literature review:

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The inquiry question was well established in the broader context of an athletic training topic. (20-18 points)</td>
<td>The inquiry question was established in the context of an athletic training topic. (17.5-14 points)</td>
<td>The inquiry question was not established in the context of an athletic training topic. (13.5-0 points)</td>
</tr>
<tr>
<td></td>
<td>At least five articles were selected and each specifically related to the initial PICO question. (15-13.5 points)</td>
<td>At least five articles were selected and most related to the initial PICO question. (13-10.5 points)</td>
<td>At least five articles were selected and some minimally related to the PICO question. (10-0 points)</td>
</tr>
<tr>
<td></td>
<td>The findings/results of articles were thoroughly compared, contrasted and/or connected to each other. (20-18 points)</td>
<td>The findings of articles were compared, and somewhat contrasted and/or connected to each other. (17.5-14 points)</td>
<td>The findings of articles were mentioned with little and or no comparison or connection to each other. (13.5-0 points)</td>
</tr>
<tr>
<td></td>
<td>The conclusion of the review summarized the knowledge found from this review and related the knowledge gain to the PICO question. (20-18 points)</td>
<td>The conclusion of the review summarized the knowledge found from this review. (17.5-14 points)</td>
<td>The conclusion of the review did not summarize the knowledge found from this review. (13.5-0 points)</td>
</tr>
<tr>
<td></td>
<td>The references were cited using APA style. (15-13.5 points)</td>
<td>The references were listed. (13-10.5 points)</td>
<td>The references were not listed. (10-0 points)</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The review was organized using subheadings. The review was suitably organized considering the contents of the selected articles. (30-27 points)</td>
<td>The review was suitably organized considering the contents of the selected articles. (26.5-21 points)</td>
<td>The review was minimally organized and writing was difficult to follow throughout. (19.5-0 points)</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>There were no grammatical, spelling and/or punctuation errors and transitional phrases were used to guide the reader throughout the text. (30-27 points)</td>
<td>There was an occasional grammatical, spelling and/or punctuation error that did not distract the reader. (26.5-21 points)</td>
<td>There were many grammatical, spelling and/or punctuation errors that distracted the reader from the content of the writing. (19.5-0 points)</td>
</tr>
</tbody>
</table>
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Required Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Student Responsibility and Attendance

It is the student’s responsibility to be on time for class, participate in class discussions, and be actively engaged in the learning process. Instructions and assignments will often be given during class, therefore it is in your best interest to attend. If you have to miss class due to an unforeseen event/accident or illness, please contact the instructor prior to the start of class. Pending the reason for your absence, the instructor may inform you of any missed homework assigned during class. Not acceptable reasons for absences include but are not limited to: over sleeping, work, wanting to leave early or come back late from the weekend, and celebrating a friend, relative or pet’s birthday. If you are sick, let the instructor know and bring a physician’s note when you come back to class.

Food and Drink Policy

Only bottles of water or water in containers with lids are allowed in the HHS building.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.
The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.³

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures⁵ for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit.
to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

**Student Absence for Observance of Religious Holy Days**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Copyright Policy**
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:
Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of