Course Syllabus

Spring 2013

Communicative Sciences & Disorders 698 (3 credits)

Internship: Final Paper

Thursdays 4:10 – 5:30 pm

INSTRUCTOR: Catherine A. Off, Ph.D., CCC-SLP
OFFICE: Curry Health Center, SHS Room 028
EMAIL: catherine.off@umontana.edu
PHONE: (406) 243-2104
POSTAL ADDRESS: 32 Campus Dr., Missoula, MT 59812-6695
OFFICE HOURS: By appointment
WEBSITE: Moodle – CSD 698

Faculty Readers: Jennifer Closson, Ginger Collins, Amy Glaspey, Lucy Hart-Paulson, Annie Kennedy, Chris Merriman, Catherine Off, Laurie Slovarp, Al Yonovitz

Required Textbooks:


Course Materials: Additional handouts and readings are posted on CSD 698 Moodle.
Course
Internship: Final Paper

Course Code
CSD 698

Faculty
Phyllis J. Washington College of Education and Human Sciences

Department
Communicative Sciences and Disorders

Length of Course
One semester

Degree
Master of Science

Credit
3 credit hours

Prepared by
Catherine Off

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  UM-Missoula Mission Statement
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MISSION STATEMENT
THE UNIVERSITY OF MONTANA

The University of Montana capitalizes on its unique strengths to create knowledge, provide an active learning environment for students, and offer programs and services responsive to the needs of Montanans. The University delivers education and training on its four campuses and through telecommunications to sites inside and outside of Montana. With public expectations on the rise, the University asks its students, faculty, and staff to do and accomplish even more than they have in the past. The dedication to education for and throughout life reflects the commitment to service learning and community building on and off the campuses. The University enhances its programs through continuous quality review for improvement and remains fully accountable to the citizenry through annual audits and performance evaluations.

MISSION STATEMENT
THE UNIVERSITY OF MONTANA-MISSOULA

The University of Montana-Missoula pursues academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world.

MISSION STATEMENT
COMMUNICATIVE SCIENCES AND DISORDERS PROGRAM

The mission of The University of Montana, Department of Communicative Sciences and Disorders academic and clinical program is to mentor students of strong personal character and to establish in them a commitment to lifelong learning and interest in the process of communication. It is to develop, within each student, compassion toward their clients and a research posture in their service delivery. Through the program’s emphasis on typical and atypical speech, language, and hearing, students gain knowledge, skills, and values that foster their individual growth as well as a passion for contributing to society and improving the lives of others.

WELCOME

Welcome to CSD 698. My hope is that you will find this course innovative, informative, interesting, comprehensive, and interactive. I am passionate about research and the topics we will cover in this course; I hope that you will find aspects of the course that inspire you as a developing clinician and clinical researcher. I strongly request class participation, questions, and
discussion – the more you actively you engage during class time the better you will be able to apply concepts to your own writing. Please do not hesitate to contact me at any time if you have questions or concerns about your obligations in this course. If you are struggling, please don’t delay to contact me. If you have an honest desire to learn the material and improve your writing, and are willing to put in the necessary work, I will do all that I can to ensure that you succeed. I ask that your primary goal be to learn the material and become a better writer rather than just to achieve the best grade.

Catherine Off, Ph.D., CCC-SLP

ABOUT THE INSTRUCTOR

Catherine Off obtained her Bachelor of Arts in Linguistics at the University of California – Berkeley in 1996 and her Masters of Science in Communication Disorders and Sciences at the University of Wyoming in 1999. She worked as a speech-language pathologist at the Veteran’s Affairs Medical Center in Philadelphia, PA for two years in acute, sub-acute, and outpatient rehabilitation units as well as at the VAMC’s nursing home. Catherine received her doctoral degree in Speech and Hearing Sciences with emphasis on aphasia and word retrieval impairments in individuals recovering from stroke from the University of Washington in Seattle in 2008. After completing her doctoral degree, Catherine joined the clinical faculty at California State University, Northridge as a lecturer and supervisor for the practicum of neurogenic communication disorders.

Currently, Catherine is Assistant Professor in the Department of Communicative Sciences and Disorders at The University of Montana. She is also Director of Adult Services for The University of Montana RiteCare Speech, Language, and Hearing Clinic and director of the Neurogenic Communication Disorders Lab and UM Big Sky Aphasia Program. Her areas of special interest include rehabilitation of neurogenic communication disorders stemming from stroke, degenerative diseases, and traumatic brain injury (TBI). Her research investigates the relative contribution of components of intensive therapy on rehabilitation of aphasia and apraxia of speech across the course of recovery. Catherine is certified by the American Speech-Language and Hearing Association (ASHA) and licensed in the state of Montana. She is an active member of the Academy of Neurogenic Communication Disorders and Sciences (ANCDS).

Contact details are listed below:

Office Hours: By appointment
Phone: (406) 243-2104
Email: catherine.off@umontana.edu
Mobile: (805) 603-6487
Postal: Catherine Off, Ph.D., CCC-SLP
Department of Communicative Sciences and Disorders
PLACE OF COURSE IN PROGRAM

The purpose of this course is to lead students through the completion of a final culminating research project, which is representative of the academic and clinical knowledge acquired throughout the Master's Degree Program. The final project integrates elements of research, evidence-based-practice, and clinical application. The course fulfills a departmental requirement for a graduate degree in Communicative Sciences and Disorders.

COURSE CATALOG DESCRIPTION

G 698 CSD Research Paper 3 cr. Offered spring and autumn. Prereq., CSD 600, Graduate standing and consent of instructor. In depth literature review of a particular field of study related to speech and language pathology.

LEARNING OBJECTIVES AND OUTCOMES

- Define a clinical, developmental, or research problem
- Persuade readers of the importance of the defined problem
- Identify themes within the current research
- Integrate clinical applications and current research
- Use formatting procedures defined by the Publication Manual of the APA
- Present a public presentation that summarizes the research
- Review a peer’s work and provide constructive feedback

CONCEPTUAL FRAMEWORK

This course provides a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. These concepts are illustrated through the following activities: a) completion of the final project which represents a synthesis of your knowledge both from academic and clinical coursework, b) peer review, mentor review, and participation in a public presentation, and c) use of person-first language and non-biased writing with clinical applications to a specific individual or group with communication disorder.
KNOWLEDGE AND SKILLS ACQUISITION (KASA)

This course will facilitate your acquisition of the following KASA standards:

**Standard III-F:** The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Students will demonstrate comprehension of the principles of basic and applied research and research design. In addition, students will know how to access sources of research information and have experience relating research to clinical practice. Documentation of this standard will be the final research paper.

**Standard IV-B:** The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Students will demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. This course will provide opportunities for both written and oral communication relative to the research project.

**HOURS**

4:10 – 5:30 pm Thursdays

**CLASS ATTENDANCE POLICY**

This course is a synchronous course with materials that are presented live and online via Amvonet. Students are expected to attend all sessions synchronously and are responsible for any content that is missed because of absence. Students are expected to participate during all class meetings and complete all assignments on time. Presentation dates will be given well in advance, so you are expected to make sure that you will be able to attend on those days. Students must notify Dr. Off of serious circumstances that result in missed classes to be considered for rescheduling. Exceptions for absences on presentation days will only be made for extreme extenuating circumstances and require advance notice. Students may be asked to provide written verification of the circumstances.

**BLENDED COURSE**

The course schedule, readings, and assignments are listed below. In the CSD department at The University of Montana, we have both on-campus and distance students concurrently enrolled in courses. To serve the needs of our unique student body, we offer courses that are “blended,” that is, the majority of the graduate-level coursework is not strictly “face-to-face,” nor is it strictly “online.” Students will participate in lectures (either face-to-face or while synchronously observing online from a distance) as well as other activities designed to foster independent learning, including guided self-study, volunteer work in the university clinic or community,
viewing courses on www.speechpathology.com, and/or reading journal articles or sample case studies.

Students who have identified themselves as distance students will be permitted to view lectures synchronously via internet (Amvonet). Students who have identified themselves as on-campus students, however, are expected to attend classes face-to-face. Only in rare circumstances will face-to-face students be permitted to view online lectures. The student must request online access prior to the lecture, and the instructor will examine each request on a case-by-case basis to determine if online access will be granted. All students participating at a distance must use a headset microphone and web camera - these are necessary for audio-visual communication during class.

**Computer System and Accessory Requirements**

**Browser Recommendation**

Firefox is the preferred browser for working in Moodle, whether using a PC or Mac platform. If you are finding you have limited functionality, it is often due to using browsers other than Firefox.

To participate in online courses at The University of Montana, students are expected to be familiar with computers and the Internet. Students are responsible for their own software and computer equipment maintenance and setup.

**Basic System**

- Access to a computer system with a Macintosh OSx or Windows operating system (PC) installed.
- A modem or other device capable of connecting to the Internet. It is possible to connect with a modem, but a high speed connection is strongly recommended.
- An ISP (Internet Service Provider).
- An Internet browser installed on your computer. Firefox is the preferred browser for working in Moodle, whether using a PC or Mac platform.

**Other Software**

- A word processing software program, such as Microsoft Office (must be able to open Office 2010 documents, PowerPoints, Excel, etc.).
- Adobe Acrobat Reader to open and save PDF files.
- Current virus detection software that must be installed and kept up to date.

**Required Accessories**

- Headset with an integrated microphone (Logitech and Plantronics are 2 reasonably priced brands). Computers with built-in microphones & speakers result in feedback.
- Scanner
• Webcam

Protect Your Work Create a back-up of your work as a best practice. You are urged to back-up all of your work, especially when making posts to discussion boards, responding to essay questions, or composing a lengthy or important response directly into a Moodle course activity. If you require assistance, please contact the Tech Support Desk with any questions.

STUDY COMMITMENTS

This is a 3-credit class. Conventional wisdom dictates that during a regular semester, one should spend 3-4 hours of time outside class for every credit. That works out to about a 12- to 15-hour weekly commitment (3 hours in class, 9-12 hours outside class). Obviously, there is some variation between students. Some will need to spend more time, while others will be able to complete their work in less. The time you put into this course should be spent completing the required reading, reflecting on your reading, discussing readings among your peers, and completing your assignments. This level of involvement will prepare you for the final presentation and final paper.

The course deadlines will be managed by Dr. Off; however, each student will be assigned a reader who is to be consulted for content and writing style. The course is designed to be completed independently with established deadlines.

OCCUPATIONAL HEALTH AND SAFETY

There are no out of the ordinary risks associated with this unit.

LEARNING APPROACHES

Classroom lectures and demonstration, reading assignments, video presentations, class discussion.

Moodle http://umonline.umt.edu/

Moodle is The University of Montana’s on-line learning system. You MUST maintain an accurate e-mail address with The University of Montana.

In this course, Moodle will be used to:
• Provide important announcements regarding your course
• Provide assessment instructions
• Provide supplemental readings/materials
• Provide a digital dropbox for completed assignments
SUPPORT SERVICES AND RESOURCES

Student Resources

The Writing Center is available to help you improve your writing skills. Writing instructors are available to help you plan and develop your thoughts. For more information, visit them online at: http://www.umt.edu/writingcenter/, email growl@mso.umt.edu or call (406) 243-2266.

Two tutoring programs are available to students, one administered by the TRiO and the other by the Undergraduate Advising Center; both are located in Corbin Hall. More information on TRiO, visit TRiO at Lommasson Center 154, call 406-243-5032, or log on to www.umt.edu/eop. The Undergraduate Advising Center is located in the Lommasson Center 269, or you can visit www.umt.edu/ucoll/.

Students with Disabilities

Students with disabilities are encouraged to plan ahead and can contact Disability Services for Students (DSS). For additional information, contact DSS Director Jim Marks, Lommasson Center 154 or (406) 243-2243 (Voice/Text) or jim.marks@umontana.edu. Please visit http://www.umt.edu/dss/ to find details about the available services.

Foreign Exchange Students and Scholars

The office of Foreign Student and Scholar Services (FSSS) is available for general counselling and provides direct support services, consultation, and liaison. Staff members at FSSS are available to help with academic advising, cultural adjustment, financial problems, and other issues. The FSSS office is in the Lommasson Center, Room 219. For more information, contact fsss@umontana.edu or visit http://ordway.umt.edu/sa/fsss/.

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<th>DIRECTORY OF ASSISTANCE</th>
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<tr>
<td>Concern</td>
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<tr>
<td>Matters concerning the course</td>
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<td>General academic issues relating to your course</td>
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<td>Moodle difficulties</td>
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<td>Issue</td>
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<td>Difficulties accessing your Student Computer account</td>
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<td>Technical difficulties in PC Labs</td>
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<td>Library enquiries</td>
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<td>Help with library databases, Internet searching and Reference queries</td>
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<td>Purchasing of text books and stationery</td>
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<td>General administration enquiries e.g. admissions/ enrolments, course</td>
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<td>information, graduation</td>
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TENTATIVE COURSE SCHEDULE – *syllabus is subject to change*

You have already brainstormed a topic for your final paper and may have begun to conduct a preliminary literature search. The most important task for this paper is to develop your argument. You will need to meet with your Faculty Reader immediately at the start of the semester. Be prepared with a summary for discussion with your Faculty Reader. You will need to develop a statement or question that leads to an argument that you can discuss or take a side/position. The paper should go beyond a simple expository document (e.g., Dysphagia is …). In addition, “a lack of evidence in the literature” is not considered a strong argument. Delve further into your topic—why is it that there may be a lack of evidence? That is the real problem.

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<th>Week</th>
<th>Dates</th>
<th>Tasks to complete</th>
<th>Lecture Topics</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan 28-Feb 1</td>
<td>Schedule appointment with assigned Faculty Reader (be prepared with your preliminary search and potential argument). Review/Re-read Weeks 1-3 from Writing Your Journal Article in 12 Weeks, by Wendy Laura Belcher (2009). Complete p. 25, “Planned Writing Schedule.” Schedule your writing time and stick to your schedule just as you would any other appointment. Copy, scan, and submit to Moodle Dropbox by Feb 1, 2013 4:00 pm. Submit your argument from CSD 600 to Moodle Dropbox by Jan 31 (before class meeting). Be prepared to summarize your argument to class (3-5 minutes). <strong>If you modified your argument/topic since CSD 600 you must have completed argument by the start of the first course meeting (Jan 31).</strong></td>
<td>Nuts and bolts of course/syllabus review Presentation assignment scheduling Brief intro to literature searches How to refine your argument</td>
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<td>Week 2</td>
<td>Feb 4-8</td>
<td>Conduct a comprehensive literature search/update existing search Create a spreadsheet to track your search (include: references, search engines, key words) – Submit to Moodle Dropbox by Feb 7 before class begins Visit the library webpage that is specific to CSD and/or chat with Kate Zoelner, the Department Librarian • <a href="http://libguides.lib.umt.edu/CSD">http://libguides.lib.umt.edu/CSD</a> Complete plagiarism tutorial <a href="http://library.acadiau.ca/tutorials/plagiarism/">http://library.acadiau.ca/tutorials/plagiarism/</a> • <a href="http://libguides.lib.umt.edu/refworks">http://libguides.lib.umt.edu/refworks</a> In preparation for class, read, “Week 3: Advancing your Argument.” Read carefully the section on Making a Good Argument. This chapter is very important for framing your paper. Your paper should not simply be about a topic; Citation Managers How to refine your argument (cont’d) In class: technical writing editing practice</td>
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rather, the paper needs to be formed around an argument. Complete practice exercises so that you understand the difference.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>3</td>
<td>Feb 11-15</td>
<td>Revise/polish your argument (may be modified as you conduct ongoing literature searches). Be very specific.</td>
<td>APA Manual Review Q &amp; A</td>
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<td>Skim Chapter 1 &amp; 2 of the APA manual; note that your paper will have a slightly different structure. In addition, see the model starting on p.41, which gives a good visual, in general, of how your paper will look and sequence.</td>
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<td>4</td>
<td>Feb 18-22</td>
<td>In preparation for class, read, &quot;Week 5: Reviewing the Related Literature.&quot; This chapter gives excellent tips for reading and summarizing the literature. Continue to search for articles; update spreadsheet. Outline the themes (which may include contradictions) that you are finding as you search the literature – use spreadsheet as note-taking aide. Write your Introduction; lead the reader to think that the following content is important. The last sentence of this section should be an explicit statement of your argument/research question(s).</td>
<td>Literature searches; extracting information from literature How to write your Introduction</td>
</tr>
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<td>5</td>
<td>Feb 25-Mar 1</td>
<td>In preparation for class, read Chapter 3 of the APA manual; skim Chapter 4. Begin writing the text that relates to your themes and build the body of your paper. Link articles together.</td>
<td>Topic TBA</td>
</tr>
<tr>
<td>6</td>
<td>Mar 4-8</td>
<td>In preparation for class, read, Dollaghan, Ch 6, 7, 8, 9. These chapters discuss important features that you should evaluate within the articles you choose as references. Write a section of the body of your paper that includes how your argument informs EBP.</td>
<td>EBP</td>
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<td>7</td>
<td>Mar 11-15</td>
<td>Skim Chapters 6 &amp; 7 of the APA manual. Read “Glaspey writing sample” (posted on Moodle) and note the contrast between citing references for supporting your comments and summarizing in detail a very important study. Write the Conclusion of your paper. Edit your References section in detail (use citation manager to facilitate this process).</td>
<td>Topic TBA</td>
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<td>8</td>
<td>Mar 18-22</td>
<td>At this point, the content of your paper should be mostly complete. You should now be editing and revising your work to improve clarity and organization. Post draft of paper to Moodle Dropbox by Wed, Mar 20, 4:00 pm (Dr. Off will extract excerpts for technical writing practice).</td>
<td>In class: technical writing part II</td>
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In preparation for class, read, “Week 10: Editing

CSD 698 Internship: Final Paper
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<th>Week</th>
<th>Dates</th>
<th>Description</th>
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<tr>
<td>9</td>
<td>Mar 25-29</td>
<td>Put the finishing touches on your paper and continue editing</td>
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<td>Write the Preface section of your paper which includes the Cover Page, Abstract, key words, and Table of Contents. Follow APA guidelines with the exception of the Table of Contents.</td>
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<td>Write the abstract of your paper (review, “Week 2, p. 54-62” for tips about how to write abstracts).</td>
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<td>10</td>
<td>Apr 1-5</td>
<td><strong>SPRING BREAK – NO CLASS</strong></td>
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<td>11</td>
<td>Apr 8-12</td>
<td>Draft 1 Due (for peer review) – DUE APRIL 11 by 4:00pm to Moodle Dropbox</td>
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<td>You will complete a peer review for a colleague’s paper this week.</td>
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<td>In preparation for class, read, “Week 9: Giving, Getting, and Using Others’ Feedback”</td>
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<tr>
<td>12</td>
<td>Apr 15-19</td>
<td>Peer Review Due – DUE APRIL 18 by 4:00 pm to Moodle Dropbox</td>
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<td>Revise your paper in response to your Peer Reviewer’s comments</td>
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<td>13</td>
<td>Apr 22-26</td>
<td>Draft 2 Due to Faculty Reader and Moodle Dropbox – DUE APRIL 25</td>
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<td>Begin preparing your 15-minute PowerPoint presentation</td>
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<td>Revise your paper in response to your Faculty Reader’s comments</td>
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<td>Continue to polish your presentation and make modifications in response to comments from your Faculty Reader</td>
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<tr>
<td>14</td>
<td>Apr 29-May</td>
<td>May 2 - Public Presentations (6, 15-minute presentations; 4:00-5:30 pm)</td>
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<td>3</td>
<td>Draft 3 to Faculty Reader and Moodle Dropbox – DUE MAY 2</td>
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<tr>
<td>15</td>
<td>May 6-10</td>
<td>May 9 - Public Presentations (6, 15-minute presentations; 4:00-5:30 pm)</td>
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<td>Revise your paper in response to your Faculty Reader’s comments</td>
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<tr>
<td>16</td>
<td>May 13-17</td>
<td>Final Draft of Paper due May 13 (Monday) at 5:00pm to Faculty Reader and Moodle Dropbox. <strong>Keep in mind that if your Faculty Reader is not satisfied with your paper, you may be asked for further revision.</strong></td>
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<td>May 16 – Public Presentations (6, 15-minute presentations; 4:00-5:30 pm)</td>
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PAPER OVERVIEW

Overview
A Literature Review is a paper that identifies a particular argument that relates to development, assessment, or treatment in communication disorders, summarizes a rigorous overview of the important literature related to the argument, and finally provides a new perspective or way of looking at the argument and poses solutions. The end result is a contribution that provides creative new insights to a clinical issue.

The literature review will include 25-35 pages of text with a minimum of 30-50 references. The references must be primarily from peer-reviewed journals. Style and citations must follow the guidelines established in the Publication Manual of the American Psychological Association (6th edition). This project will be judged not only on content, but also on writing style, technical writing ability, and adherence to APA guidelines.

Preface
The preface section of your document will include:

- Cover Page: Include your name, advisor’s name, reader’s name, project title, University/Department, Paper Title, Running Head
- Abstract: 150 words or less
- Key Words: 5 words
- Table of Contents: Numbering pages and list of sections

Section I: Introduction (3-4 pages)
The introduction section of your paper should lead the reader to understand the importance of your argument. This section should explain the significance of the argument and impact on the clinical population. It should influence the reader to take serious interest in the issue. Ultimately, the introduction must lead to a final (and explicit) statement of the argument or working thesis statement.

Section II: Review and Evidence-Based Practice (16-18 pages)
The body of the paper will identify themes that occur throughout the literature in relation to the argument. The body of the paper should continue to persuade the reader throughout the entire section. Studies should be summarized based on significance to the field and organized in a manner that links common ideas together and identifies themes. Ideas may be linked based on topic, methodology, type of research, etc. In addition, important terminology should be defined in this section and the scope of the paper should be described. This section should also include differing perspectives or sides to a debate. Furthermore, you may discover contradictions in the literature and these should be summarized and discussed. Overall, the body should emphasize strengths or weaknesses relative to your topic. Subheadings within this section would be helpful to the reader; keep in mind, however, that subheadings should not be used in place of good transitions within the text.

Your comprehensive literature review and references should also reflect evidence-based practice. A subsection within the body of the paper needs to document your evidence-based practice approach to your research.
Demonstrate the level of evidence provided in the literature and describe the quality of the evidence that is available.

Section III: Conclusion (6-8 pages)
The conclusion will include a summary of the significant contributions that have occurred relevant to your argument. Next, you will give your own unique perspective regarding the literature that you have read. This section will include your thoughts and new interpretations that you have considered. In addition, you will give recommendations for practitioners, identify gaps in the research (and any methodological flaws), and give suggestions for future research. As you proceed, be sure to use evidence from the articles that you have read to support the statements that you are making. Although this section is guided primarily by your own perspective, remember to use a formal register. Furthermore, use your own phrasing and use direct quotations sparingly.

Public Presentation
At the conclusion of your project you will present a 15-minute public presentation about your project that can inform your colleagues about the particular disorder. Presentations will be 15 minutes in length including 2-3 minutes for questions. Five (5) minutes will be allotted between speakers. Please upload your PowerPoint to the course website (Moodle) the day before your presentation so that all presentations may be consolidated for timeliness.

ASSESSMENT INFORMATION

<table>
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<tr>
<th>ASSESSMENT ITEM</th>
<th>DESCRIPTION</th>
<th>NOTES/DUE DATE</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Class participation and discussion, misc small class-based assignments, forums, etc.</td>
<td>Ongoing throughout semester</td>
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<td>5 points</td>
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<tr>
<td>Argument Submission</td>
<td>Submit argument (3-4 pages)</td>
<td>Jan 31, 2013 (4:00 pm)</td>
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<td>5 points</td>
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<tr>
<td>Planned Writing Schedule</td>
<td>Submit Planned Writing Schedule</td>
<td>Feb 1, 2013 (4:00 pm)</td>
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<tr>
<td>5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Meeting With Faculty Reader</td>
<td>Schedule and meet with Faculty Reader during first two weeks of course</td>
<td>Feb 8, 2013 (4:00 pm)</td>
</tr>
<tr>
<td>5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature Search Spread Sheet</td>
<td>Submit the literature search spread sheet you create on your own</td>
<td>Feb 7, 2013 (4:00 pm)</td>
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<td>--------------------------------</td>
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<tr>
<td>5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft 1</td>
<td>Peer Reviewer reads and returns paper with feedback</td>
<td>April 11, 2013 (4:00 pm)</td>
</tr>
<tr>
<td>5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEER REVIEW</td>
<td>You will read another student’s paper and provide feedback</td>
<td>April 18, 2013 (4:00 pm)</td>
</tr>
<tr>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRAFT 2</td>
<td>Faculty Reader reviews and returns paper with feedback</td>
<td>April 25, 2013 (4:00 pm)</td>
</tr>
<tr>
<td>10 points</td>
<td></td>
<td></td>
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<tr>
<td>DRAFT 3</td>
<td>Faculty Reader reviews and returns with feedback</td>
<td>May 2, 2013 (4:00 pm)</td>
</tr>
<tr>
<td>10 points</td>
<td></td>
<td>*Additional drafts may need to be completed as the Faculty Reader deems necessary</td>
</tr>
<tr>
<td>PUBLIC PRESENTATION</td>
<td>15 minute presentation that summarizes your work; use PowerPoint</td>
<td>May 2, 9, 16, 2013 (4:00 pm)</td>
</tr>
<tr>
<td>20 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRAFT 4</td>
<td>Final Draft</td>
<td>May 13, 2013 (5:00 pm)</td>
</tr>
<tr>
<td>20 points</td>
<td></td>
<td>*If your Faculty Reader is not satisfied with your paper, you may be asked for further revision</td>
</tr>
<tr>
<td>TOTAL 100 pts</td>
<td></td>
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</tr>
</tbody>
</table>

**PARTICIPATION**

Students will participate in activities during the class sessions or online forums that are presented in conjunction with lectures including: discussions, written responses, and group work. These activities will occur throughout the term and will be graded (5% of grade). Students will not be able to make up participation points if activities are missed.
GRADING CRITERIA

Rubrics of the final project will be completed by the Faculty Reader. Scores averaging 3.6-4.0 may be considered for an “A” grade. Scores averaging 3.0-3.5 may be considered for a “B” grade. The recommendations will be determined in conjunction with the previous work that students have submitted. Projects with scores falling below 3.0 level will not be acceptable for completion of the course.

COURSE POLICY

Students must notify Dr. Off of serious circumstances that result in missed synchronous participation in this course. Work submitted late will result in the reduction of points on the grading rubric. Students are encouraged to turn assignments in on-time.

PLAGIARISM POLICY

Plagiarism is the presentation of the work of another without acknowledgement. As defined by the University of Montana’s Student Conduct Code, plagiarism is “Representing another person's words, ideas, data, or materials as one's own.” Staff and students may use information and ideas expressed by others, but this use must be identified by appropriate referencing. Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Students who plagiarize may fail the course and may be remanded to Academic Court for a possible suspension or expulsion from the University.

More information regarding student policy, academic misconduct, and plagiarism can be found at:
http://www.umt.edu/catalog/policy_procedure.htm

STUDENT CODE OF CONDUCT

The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to follow this code. It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic netiquette rules. You are expected to complete all assignments and readings.

“Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic
misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents."