

**Florida International University
College of Nursing and Health Sciences
Masters of Science in Athletic Training**

**PET 6535: Master of Science Research in Athletic Training I
Fall 2009**

CATALOG NUMBER	PET 6535
PS CLASS NUMBER	95518
COURSE TITLE	Masters of Science Research in Athletic Training I
SECTION	U01
PLACEMENT	Level IV Athletic Training Students
COURSE CREDITS	3
CLOCK HOURS	Thursdays 6:40 am – 9:15 am GPA 112
FACULTY	Angie Botto-van Bemden, PhD, ATC, LAT, CSCS Phone: 954.763.2670 Email: avanbemden@hotmail.com Office location: GPA 112 Office hours: Th 6 am – 6:40 am Class Website: www.fiu.edu/~dohertyj

COURSE DESCRIPTION

The purpose of this course is to introduce students to the basic aspects of reading, evaluating, and writing research. Topics include problem selection, the literature review, and types of research in physical activity.

COURSE OBJECTIVES

As a result of this course, the graduate student will be able to plan and evaluate research that includes:

- a. selecting a problem,
- b. locating and using appropriate references,
- c. critiquing research studies, and
- d. preparing a review of the literature

Learning Objectives

Cognitive Competencies

1. Describe and differentiate the types of quantitative and qualitative research and describe the components and process of scientific research (including statistical decision-making) as it relates to athletic training research.

Psychomotor Competencies

1. Develop a research project (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic.

TOPICAL OUTLINE (Tentative):

WEEK	DATE	TOPIC & ASSIGNMENTS
1	Thursday Aug. 27	<ul style="list-style-type: none"> - Introduction to course - RefWorks - Turnitin.com - Article Grids - Discussion of research project topics <p><i>Assignment:</i> 3 article grids per person</p>
2	<p><i>Aug. 29 Last day to Drop</i> <i>Aug. 31 Last day to Add</i></p>	
	Thursday Sept. 3	<ul style="list-style-type: none"> - Introduction to Research (Ch. 1 Thomas & Ch. 1 Arnold) - Developing the problem and using the literature (Ch. 2 Thomas & Ch. 4 Arnold)
3	Thursday Sept. 10	<p><u>DUE:</u> Problem Statement (emailed by 12AM on 9-09-09)</p> <ul style="list-style-type: none"> - Presenting the Problem (Ch. 3 Thomas) - Discussion: Review of each group's Problem Statement <p><u>DUE:</u> 3 article grids per person</p>
4	Thursday Sept. 17	<ul style="list-style-type: none"> - Discussion: Article grid feedback - Discussion: RefWorks (on-line tutorial) <p><u>DUE:</u> 3 article grids per person</p>
5	Thursday Sept. 24	<p><u>DUE:</u> Literature Review Outline (emailed by 12AM on 9-22-09)</p> <ul style="list-style-type: none"> - Discussion: Review of each group's Literature Review Outline - Writing the Literature Review (Ch. 5 Arnold) - Discussion: Track Changes <p><u>DUE:</u> 3 article grids per person</p>
6	Thursday Oct. 1	<p><u>DUE:</u> Draft #1 of Literature Review (emailed by 12AM on 9-30-09)</p> <ul style="list-style-type: none"> - Discussion: Literature Review progress for each group - Ethical Issues in Research (Ch. 5 Thomas) <p><u>DUE:</u> 3 article grids per person</p>

7	Thursday Oct. 8	***EXAM #1*** - Discussion: Literature Review progress for each group <i>DUE:</i> 3 article grids per person
8	Thursday Oct. 15	<i>DUE:</i> Draft #2 of Literature Review (emailed by 12AM on 10-13-09 to me and classmates) - Critique or scholarly writing - Assignment of critiques - Areas and Types of Research (Ch. 2 Arnold)
<i>Oct. 16 Deadline to drop a course with a DR grade</i>		
9	Thursday Oct. 22	<i>DUE:</i> Critique of classmates' paper using track changes (emailed by 12AM on 10-20-09 to me and classmates) - Historical Research (Ch. 12 Thomas) - Philosophic Research (Ch. 13 Thomas)
10	Thursday Oct. 29	- Research Synthesis (Ch. 14 Thomas) - The Survey (Ch. 15 Thomas)
11	Thursday Nov. 5	<i>DUE:</i> Draft #3 of Literature Review (emailed by 12AM on 11-4-09 to me) ***EXAM #2***
12	Thursday Nov. 12	- Other Descriptive Research Methods (Ch. 16 Thomas) - Epidemiology Research (Ch. 17 Thomas)
<i>Nov. 13 - Deadline for faculty to review <u>class</u> rosters to ensure accuracy before <u>grade</u> rosters are created.</i>		
13	Thursday Nov. 19	- Experimental and Quasi-Experimental Research (Ch. 18 Thomas) - Qualitative Research (Ch. 19 Thomas)
14	Thursday Nov. 26	Thanksgiving Holiday (University Closed).
15	Thursday Dec. 3	<i>DUE:</i> Final draft of literature review - Review
16	Tuesday Dec. 7 - 12	Final Week of the semester - modified class schedule: Final exams and other course assessment activities are scheduled during this week. ***EXAM #3***
<i>Wednesday Dec. 16 Deadline (by 11:59 pm) for faculty to submit grades.</i>		

TEACHING STRATEGIES

The course will be presented in traditional in-person lecture format with 3.0 contact hours per week. Additional methods of instruction may be utilized to promote critical thinking skills.

EVALUATION

Final grades will be based on:

3 Written Exams	20 %
15 Article Grids	10 %
Problem Statement	5 %
Outline of Literature Review	5 %
Draft #1 of Literature Review	10 %
Draft #2 of Literature Review	10 %
Draft #3 of Literature Review	10 %
Final Draft of Literature Review	20 %
Critique of Classmate's paper	5 %
Attendance and participation	5 %
TOTAL	100 %

Grading Scale

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

Note: When the decimal is .4 or below the grade is rounded down to the nearest whole number. If the decimal is .5 or above the grade is rounded up to the nearest whole number

Course Evaluation Details:

A. Attendance/Participation

Participation in class discussions by all students will be an important determinant of the quality of this course. In order to maximize the opportunity for class discussion, the lecture method will be reduced to a minimum. Students will be expected to read the appropriate chapters and cases from the textbooks before coming to class. Students will earn points for attendance and participation as follows:

1. A maximum of 10 points is earned when you come to class on time and participate in discussions
2. Excused absences are worth 8 out of 10 points. To qualify for an excused absence you must notify the instructor **PRIOR TO THE TIME** of the absence by voice mail message or email.
3. If you arrive with 5 minutes after class has started, you will receive 5 out of 10 points
4. If you arrive 5 minutes after class has started you will receive 0 out of 10 points

B. Assignments (Group and Individual)

Students shall complete various group and individual assignments over the course of the semester including article grids, problem statements, literature review outlines, drafts, and critiques as well as a final literature review. The purpose of these assignments is to facilitate understanding of the research process and the components of scholarly writing.

Students shall complete all assignments on their own time (group and individual work). **Each assignment is to be EMAILED TO THE INSTRUCTOR by 12 AM the night BEFORE class as listed on the syllabus.**

Hardcopy materials not physically handed to an instructor at the start of the class period are considered late. Softcopy assignments received after **12 AM** the day before class are considered late. Students must verbally confirm the instructor received emailed assignments at the start of the class period. All late materials lose 15% of their allotted value for each 24-hour period they remain late (see table). Students must receive verbal or email confirmation from an instructor that late assignments have been received; no exceptions. The student is responsible for seeking such confirmation.

Hours Past-due	Maximum Value
0	100%
0-24	85%
24-48	70%
48-72	55%
72-96	40%
96-120	25%
120-144	10%
>144	0%

Literature Review Project: Working in groups of 2, you will research an assigned topic to develop a literature review paper. Each student in a group will receive the same grade for all group assignments as required for this project. The group assignments include: (1) the problem statement, (2) literature review outline, (3) literature review drafts, and (4) the final literature review document. Students will earn individual grades for the following: (1) article grids, (2) discussion participation, and (3) critique of classmates' work.

Literature Review Outline: The literature review outline provides a framework to develop your complete paper. The outline **MUST** include TOPIC sentences for each section of your paper followed by bullets to highlight the discussion points that will be developed in the final literature review document. At a minimum, the literature review outline will include:

- I. Introduction
 - a. Background of the problem (topic sentence needed)
 - i. Area of concern
 - ii. Population
 - iii. Concept to be studied
 - b. Problem statement (topic sentence needed)
 - i. Problem to be examined
 - c. Purpose of the study (topic sentence needed)
 - i. Rationale of the study

- ii. Theoretical base for investigation
 - iii. Research questions
 - 1. List 2-3 research questions
- II. Literature Review – this section may differ by topic
 - a. Present critique (topic sentence needed)
 - i. Provide bullet points outlining your critique of the literature
 - 1. Reference theoretical base of investigation
 - ii. What databases were used to collect articles?
 - 1. List databases
 - iii. Key words utilized to find articles?
 - 1. List keywords
 - b. Summary and evaluation of the literature (topic sentence needed)
 - i. Summarize and evaluate research for variable #1
 - 1. Describe strengths and weaknesses of cited research
 - 2. Identify conceptual and theoretical frameworks
 - 3. Compare/contrast variables
 - 4. Provide possible reasons for conflicting results
 - ii. Summarize and evaluate research for variable #2
 - 1. Describe strengths and weaknesses of cited research
 - 2. Identify conceptual and theoretical frameworks
 - 3. Compare/contrast variables
 - 4. Provide possible reasons for conflicting results
- III. Consensus
 - a. Reason for study based on the literature review (topic sentence needed)
 - i. What is not known yet?
 - ii. Where is the gap in the literature?
 - iii. How will the proposed study contribute to the literature?

Literature Review Document: The drafts and final literature review document are DUE to www.turnitin.com according to the deadlines noted above. Turnitin.com is an internet-based service for screening student papers for unoriginal text and identifying the sources. This website generates an "originality report" shortly after submission. The originality report identifies verbatim text from internet sources and databases and identifies the source. This is a very useful deterrent to plagiarism. To submit assignments, you need to enroll in the course at www.turnitin.com using the following information:

- a. Class Name: PET 6535
- b. Class ID: 2829492
- c. Classroom enrollment password: ELMSAT2010

The drafts and final literature review documents will be evaluated on the significance of the problem, consistency between purpose, aims, research questions, soundness of the need for and justification for the proposed study. The final document should be a maximum of **10-12 pages**, excluding references and table(s) to organize the literature. Use **AMA format** (see quick reference posted on the course website). All submissions are to be typed, double-spaced with 1' margins.

The drafts and final literature review document will be evaluated according to the following criteria (100 points maximum).

- I. Introduction (1-2 pages) **(25 points, 5 points each bullet)**
 - a. Background of the problem (significance): Area of concern for a specific population and indicates concepts to be studied
 - b. Problem statement: State the research problem to be examined. State it clearly so it would be clear to the general public.
 - c. Purpose of the study
 - d. Rationale and theoretical base for investigation
 - e. Research questions (2-3 questions)
 - II. Literature Review (8-10 pages) **(60 points, 20 points each bullet)**
 - a. Review and analyze the published research in the topic area. Present, critique, summarize, and evaluate research reports offering possible reasons for conflicting findings. Point out strengths and weaknesses of cited research. Identify in the literature if and how conceptual and theoretical frameworks are used and how key variables are related and operationalized.
 - b. A **requirement of this assignment** is the use of a table(s) to summarize literature (look at published literature reviews for examples)
 - c. Provide the reason for the proposed research based on the review of the literature. Include and review existing studies on each variable considered (i.e., what was found, population, instruments, etc.). What is not known yet? Where is the gap? How will the proposed study contribute to the literature?
- Special Note:* Use articles published within the last **5-7 years**. Do not use textbooks, opinion articles, or literature review articles. The use of health/education statistics, policy statements, regulatory mandates, and consensus statements may be used to provide support for the significance of the topic. Please describe how the literature was identified (data bases, key words, limitations) and how articles were selected for inclusion.
- III. Writing Style and References **(10 points, -2 points for any of the following)**
 - a. Awkward sentences or unclear meaning
 - b. Writing mechanics (punctuation, word choice)
 - c. References not provided for each article cited
 - d. Use of secondary research sources
 - e. Citation in text not in **AMA** format
 - f. Reference in reference section not in **AMA** format
 - IV. Mechanics **(5 points, -1 point for any of the following)**
 - a. Title page lacking title and authors' information
 - b. Misspelling and/or typos
 - c. Lack of or incorrect 1' margins
 - d. Line spacing other than double-spaced
 - e. Lack of or incorrect page numbering
 - f. Lack of staple/stapled pages
 - g. Pages out of order

Students who have difficulty writing, or are unsure of grammar and spelling, are encouraged to make full use of the learning center (<http://learningcenter.fiu.edu/>). The learning center is available to all FIU students free of charge.

Groups Assignments:

Group	Topic
Robinson Henry & Hiroto Mizuno	TBD the first day of class
Kenneth Johnson & Indira Moreno	TBD the first day of class
Laurenne Louissaint & Julian Varela	TBD the first day of class

C. Exams

Exams will be in written format including, but not limited to, multiple-choice, true/false, and essay questions. Exams will be administered during scheduled class time. Any student unable to take an exam at the regularly scheduled time for any reason **MUST** notify the instructor **IN WRITING PRIOR TO THE TIME** of the absence. Make-up exams will be administered **DURING FINALS WEEK**.

REQUIRED TEXTS

1. Thomas, J.R., Nelson, J.K., & Silverman, S.J. (2005). *Research methods in physical activity* (5th ed.). Champaign, IL: Human Kinetics.
2. Arnold, B.L., Gansneder, B.M., & Perrin D.H. (2005) *Research methods in athletic training*. Philadelphia, PA: F.A. Davis.

POLICIES

Attendance

**Attendance to all classes is expected. Unexcused absences or tardiness will result in point deductions from the final course grade. More than two absences due to unavoidable emergency situations is considered excessive. Excellent attendance and class participation will affect borderline grades favorably. Poor attendance and not arriving prepared for class may negatively affect grades.*

Academic Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

Religious Holidays

Religious holidays are an excused absence, but not beyond the day for the holiday itself. Students should make their requests known at the beginning of the semester and arrangements must be made with the faculty member for missed work.

Students with Disabilities

Students with disabilities who may need special accommodations must register with the Office of Disability Services. In addition, students must contact the instructor so that arrangements can be made to accommodate their needs.

***** The instructor reserves the right to make additions and/or modifications to the syllabus as needed. *****

ATHLETIC TRAINING EDUCATION PROGRAM PLAGIARISM POLICY

Academic misconduct is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to make an initial determination about the extent and severity of an instance of academic misconduct; the instructor may opt to make a referral for further adjudication in appropriate cases.

Plagiarism

This Policy views plagiarism as one form of academic misconduct, and adopts the definition of the university's Code of Academic Integrity, according to which plagiarism is

the deliberate use and appropriation of another's works without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

Examples of plagiarism include, but are not limited to:

1. Term papers acquired online or from other sources;
2. Copying of original material without attribution;
3. Use of other students' work;
4. Copying and pasting, verbatim, information from Internet sources, without quotation marks and correct citation.

1. Availability of Information

- a. All Athletic Training students are expected to know what constitutes academic misconduct and to be willing to abide by all university policies on academic conduct and integrity. In order to facilitate this, The Athletic Training Program will prominently post and distribute information and links on these policies, and will strongly encourage students to review the Code of Academic Integrity, which is part of the FIU Student Handbook.
- b. Faculty of The Athletic Training Program will:
 - i. Describe in or link to their syllabi information about the academic conduct policies of the University, the Program, and the instructor, and
 - ii. Provide clear statements defining plagiarism and cheating in their syllabi.

2. Procedures and Penalties

a. Procedures

Charges of Academic Misconduct may be brought against an Athletic Training student by an Athletic Training faculty member. If the faculty member suspects plagiarism or other forms of academic misconduct, within one week of the discovery of the suspected act, the faculty member must hold an informal meeting with the student to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond.

The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures, available at

<http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>.

The faculty member will inform the student of the decision in writing within one week of the meeting.

The student has the right to appeal the outcome of the meeting with the instructor within one week of the faculty's decision, when the decision is to pursue informal resolution or file formal resolution charges. The appeal will take the form of a letter to the Athletic Training Program Director outlining the circumstances of the case and the reason for the objection to the instructor's recommendation. The student must provide the instructor with a copy of the letter of appeal. In the event the Athletic Training Program Director is the instructor of the course in which the alleged infraction occurs, the student submits the letter to the Associate Dean of Academic Affairs and provides a copy to the instructor. The Athletic Training Program Director or his/her designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

b. Penalties

First Infraction

An Athletic Training student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will earn an F in the relevant Athletic Training course.

Second Infraction

An Athletic Training student found responsible for a second act of plagiarism or other academic misconduct by informal resolution or formal resolution will earn an F in the relevant Athletic Training course and will be dismissed from the Athletic Training Program by the Program Director, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges

and benefits of being in the Athletic Training Program, and the student will not be readmitted to the Athletic Training Program. The decision of the Program Director will be final. This decision relates solely to the student's status in the Athletic Training Program and does not affect the student's right to appeal the original faculty decision.

The penalty of dismissal from the Athletic Training Program may apply to academic misconduct in any course within Florida International University and not only to courses offered by the Athletic Training Program. In the case of courses outside the Athletic Training Program, the Athletic Training Program Director will rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal from the university, may be pursued through the university's established academic misconduct process.

This Policy follows the University Academic Misconduct Procedures of the Code of Academic Integrity, with modification to provide for appeal within the Athletic Training Program.

This Policy becomes effective from Spring 2008.