

SAN JOSE STATE UNIVERSITY
EDSP 221
Research Seminar in Communicative Disorders
Fall, 2009

Dr. June McCullough
Dr. Michael Abrams

Class meets on Tuesdays, 4 – 6:45 (Section 01); Thursdays 4 – 6:45 (Section 02)
Office Hours: JM: T/TH 10 – 12 in SH 118C; MA: 2:45 – 4:30 T TH in DMH 310
Contact info: June.McCullough@sjsu.edu; Michael.Abrams@sjsu.edu

Mission of the College of Education, SJSU:

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Mission of the Department of Communicative Disorders and Sciences, SJSU:

The mission of CD&S is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum, based on a sound theoretical framework and research findings that promote competent practitioners who participate in lifelong learning experiences. The program is enhanced through faculty, academic, and clinical expertise, trans-disciplinary and family collaboration and technological advancements in assessment and intervention.

Course Description:

This course is designed to target the research needs and practical circumstances of practicing professionals in the field of communicative disorders and sciences. The concept of 'Evidence Based Practice' will be the underlying theme for the entire course. The class requires that each student develop the skills necessary to critically read the research literature and to be able to write a paper that either describes a systematic review of the evidence relevant to some clinical practice or describes an empirical research project. The papers will cover pertinent literature search methods, research design, and statistical concepts. Each student will also be required to carry out a case study. The course is a seminar and as such will provide structured and cooperative activities to encourage participation in classroom discussion.

KASA Outcomes related to the course:

III- E: Has demonstrated knowledge of standards of ethical conduct.

III-F: Has knowledge of processes used in research and the integration of research principles into evidence-based practice.

III-G: Has demonstrated knowledge of contemporary professional issues.

IV-B: Possesses skill in oral and written and other forms of communication sufficient for entry into professional practice.

IV-F: Has gained knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span.

V-A: Has met the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Teaching methods:

The teaching methods include but are not limited to: interactive lecture, class activities, group projects, independent library research, and student presentations. Before lectures, students are expected to complete reading assignments and be prepared to ask relevant questions or make relevant comments.

Texts:

Evaluating Research in Communicative Disorders. Schiavetti and Metz, 5th Edition, Pearson, 2009. Required.

How to Read a Paper. Greenhalgh, 2nd edition, BMJ Books, 2001. Recommended.

Publication Manual of the American Psychological Association, APA, sixth edition. Recommended.

Course-specific learner outcomes:

By the end of the course, the students will be expected to have:

1. Defined a research question.
2. Searched the literature for relevant research findings.
3. Evaluated research findings.
4. Designed an appropriate research study to answer an empirical question or performed a systematic review of a clinical practice.
5. Written a report describing the research, including introduction, literature review, methods, results, discussion and reference sections.
6. Prepared and delivered an oral presentation that summarizes the research project.
7. Prepared and implemented a case study research project.
8. Obtained certification from NIH regarding ethical and cultural considerations in human subjects research.

Course requirements:

- 1) Students will either define a research problem and write the introduction, literature review, methods, results, discussion and references sections, or conduct a systematic review of a clinical practice.
- 2) Students will prepare and deliver oral presentations that summarize their projects.
- 3) Students will complete a midterm examination covering lecture notes and reading assignments.
- 4) Students will design a case study research project, collect data, and submit their results in research-article format.

Grading scale:

- 1) Research paper: 30 points
- 2) Research binders: 10 points.
- 3) Midterm: 30 points.
- 4) Case Study: 20 points.
- 5) Oral Presentation: 10 points.

Total Points: 100 points possible.

Academic integrity

SJSU's Academic Integrity Policy is available at:

http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf.

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Course Schedule

Week/Dates	Topic	Readings	Assignments
1: 8/25, 8/27	Syllabus, defining a research question, overview of research	Chapter 1	
2: 9/1,9/3	EBP, review of assigned journal articles	Two AJSLP articles (see handout)	Come prepared to discuss the two AJSLP articles
3: 9/8,9/10	Library tour; research strategies	Library tour, Chapter 2	
4: 9/15, 9/17	Case studies; research strategies	Chapters 2 and 7	Research question due
5: 9/22,9/24	NIH Course	NIH Course	
6: 9/29,10/1	Literature review; research design	Chapters 3 and 7	Case study outline due: question, treatment, outcomes
7: 10/6,10/8	Methods section, research design	Chapters 5 and 8	
8: 10/13, 10/15	Results section, statistics	Chapters 4 and 9	
9: 10/20, 10/22	Discussion section, statistics	Chapters 6 and 10	
10: 10/27,10/29	Exam	Exam	
11: 11/3, 11/5	Article review exercise		Come prepared to discuss article TBD
12: 11/10, 11/12	Clinical decision analysis		
13: 11/17, 11/19	Qualitative research		
14: 11/24, 11/26	Thanksgiving Week	(Students may meet in groups)	First call for research papers/binders
15: 12/1, 12/3	Student Presentations		Last call for research papers/binders
16: 12/8	Student Presentations		
17: 12/10, 15	Final exam period (@ 5:15)		Case study due by 12/09