San José State University
Department of Communicative Disorders and Sciences
EDSP 221-01, Research Seminar in Communicative Disorders, Fall 2019

Course and Contact Information

Instructor:	Lyle Lustigman, Ph.D.
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Office Hours:	Thursdays 12:45 p.m. to 1:45 p.m. Or by appointment
Class Days/Time:	Tuesdays 9:00 a.m. to 11:45 a.m.
Classroom:	Sweeney Hall 448

Course Description

An overview of the theory, procedures, application and use of research in educational settings; assist in the study of a specific area of applied research from the current professional literature; and assist in the development of a specific research proposal. The course introduces students to research methods, evaluations, and contemporary professional and ethical issues. The course aims to enable students to read, interpret and apply research to formulate rationales, answer clinical questions and evaluate evidence.

Learning Outcomes and ASHA Standards

Course Learning Outcomes (CLO)

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

CLO 1   Identify and manage ethical considerations in professional activities and research involving human participants.

CLO 2   Formulate answerable clinical questions using the PICO principle.

CLO 3   Locate and select strong external evidence from reliable, peer-reviewed sources.

CLO 4   Perform critical review of research studies, as an **educated consumer** of research.

- Define and discuss basic elements of research design.

- Discuss the validity of research.

- Discuss the appropriate use of common statistical methods.

- Discuss and distinguish between result and interpretation.
- Discuss the statistical, clinical and personal significance of research.

CLO 5 Integrate research findings and formulate rationales to support clinical decisions.

CLO 6 Apply research methods to clinical practice and generate evidence for treatment effects, as a **producer** of research.

- Describe the applied research methods.
- Present data and results effectively (e.g., graphic display).
- Interpret results and discuss relevance to PICO question and current literature.
- Make data-driven recommendations for clinical management.

CLO 7 Demonstrate professional writing skills using the American Psychological Association (APA) Style.

CLO 8 Demonstrate effective oral communication skills to discuss issues in clinical research and practice.

ASHA Standards

This course meets the following Standards for the Certification of Clinical Competence:

Standard IV-E: Demonstrate knowledge of standards of ethical conducts. [CLO 1]

Standard IV-F: Demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice. [CLO 2-6]

Standard V-A: Demonstrate skill in professional oral and written communication. [CLO 7, 8]

Required Textbook

- Orlikoff, R. F., Schiavetti, N., & Metz, D. E. (2015). *Evaluating research in communication disorders* (7th ed.). Boston: Allyn & Bacon. (ISBN-13: 9780133352016)

Other Readings

- Dollaghan, C. A. (2007). *The handbook of evidence-based practice in communication disorders*. Baltimore: Brookes. (ISBN-13: 9781557668707)

- **Additional readings/materials:** Lecture outlines and additional materials will be available on Canvas course website, located at https://sjsu.instructure.com. Canvas login instruction is located at http://www.sjsu.edu/at/ec/canvas/index.html.

- **Canvas messages:** Receive email notifications from Canvas (*recommended*) or check Canvas course website regularly for announcements and messages. Notification setting and email address can be edited under "Setting" on Canvas.

Other equipment / material requirements

- Laptop, Internet access and software for data management (e.g., Excel/Numbers) are required to complete this course. See Student Technology Resources below for available computer/laptop/device on campus.

Useful Resources

- American Speech-Language-Hearing Association (ASHA) Evidence-Based Practice (EPB) resources at http://www.asha.org/Members/ebp/intro.htm

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- [ASHA's National Center for Evidence-Based Practice in Communication Disorders](#) (N-CEP) systematic reviews at http://www.asha.org/members/ebp/EBSRs/

- [ASHA's Practice Portal](#) at http://www.asha.org/Practice-Portal/

- American Psychological Association (APA, 6th Ed.) style: APA style is required for all written assignments. Look under "In-text Citation" and "Reference List" sections for guidelines on [Purdue Online Writing Lab (OWL)](#) at http://owl.english.purdue.edu/owl/resource/560/01/

Library Liaison

Suzie Bahmanyar, suzie.bahmanyar@sjsu.edu

Course Requirements and Assignments

- **Complete the assigned readings prior to class.** Graduate level courses typically require massive reading to provide enough background information, so that <u>class time is primarily devoted to critical thinking, in-depth discussions and applications.</u> *Tip:* Organize reading clubs to facilitate reading.

- **Assignments.** See the attached Course Calendar for exam/due dates and Assignment Description for specific instructions/rubrics.

  o **In-class Assignments (10%):** There will be various in-class activities throughout the semester to enhance learning. Participation is graded based on successful, on-time submission of the in-class activities. [CLO 1-8]

  o **CITI training (5%):** Each student will *individually* complete the online CITI training on basic ethical issues for student researchers. [CLO 1]

  o **Literature review (20%):** Each student will write a thorough literature review based on a PICO question related to the student's selected clinical case. [CLO 2-5, 7]

  o **Peer review (5%):** Each student will critique a research proposal and provide constructive feedback. Discussion among students is encouraged. [CLO 4]

  o **Final Project (30%; presentation 10%, paper 20%):**

    ▪ In-class presentation: Each student will present a case study of the student's selected clinical case in class. [CLO 8]

    ▪ Written paper: Each student will write up the case study, including general introduction, method, results and discussion. [CLO 6, 7]. The paper satisfies the Graduate Writing Assessment Requirement (GWAR) for a graduate degree from SJSU, it will be at least 3000 words (approximately 12 pages) and formatted according to the American Psychological Association (APA) format (6th edition).

  o **Exams (30%; 15% each):** There will be two exams during the semester to assess various aspects of research methods in small chunks. [CLO 1-7]

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

Grades will be determined based on the percentage (earned points out of the possible total points), using the percentage rating system detailed below.

A+	100 to 98	A	97 to 94	A-	93 to 90
B+	89 to 87	B	86 to 84	B-	83 to 80
C+	79 to 77	C	76 to 74	C-	73 to 70
D	69 to 60	F	59 and below		

- Late assignment penalty: One point will be deducted each day past the deadline.
- There is no extra credit opportunity for this course.
- There is no make-up exam, quiz or in-class activity, except for documented illness, emergency and observed religious holiday (see Classroom Policy below).
- Assignment weighting:

ASSIGNMENT	WEIGHT (%)
In-class Assignments	10
CITI training	5
Literature review	20
Peer review	5
Final project	30
Exams	30
TOTAL	100

Classroom Protocol

- **Respect the learning environment.** Because every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All mobile/electronic devices that generate sound must be turned off when you enter the room. Disruption of class, whether by *latecomers, noisy devices, websurfing, or inconsiderate behavior* will not be tolerated. Repeated violations will be discussed with the individual(s) and may result in an administrative withdrawal.

- **Adhere to SJSU student conduct code and ASHA code of ethics for all work in this class.**

- **Illness/emergency:** At the discretion of the instructor, make-up exams, quizzes and/or assignments will be given in cases of documented illnesses and personal/family-related emergencies. **Inform me within 24 hours** of the missed deadline, and **submit documentation within one week**. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required.

- **Observe religious holidays**: Inform me of your absence **before the deadline** to make any necessary arrangement.

- **Accommodations for disabilities**: Inform me of the necessary accommodations with documentation from Accessible Education Center in a timely manner (see Campus Policy in Compliance with the American Disabilities Act below).

College and Departmental Policies

Vision Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

Mission Statements

College of Education: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that: Students have access to an excellent and equitable education; educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education; stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

Department: The mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing

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concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
    - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
    - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at http://www.sjsu.edu/senate/docs/S07-2.pdf 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling**.**

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EDSP 221-01, Fall 2019, Course Schedule

The schedule is tentative, and subject to change with advance notice in class and/or via course website.

Course Schedule

Week	Date	Topics, Readings	Assignments Deadlines
1	8/27	**Course overview** **Ethics** • [ASHA code of ethics](#) at http://www.asha.org/Code-of-Ethics/ • [ASHA ethics issues](#) at http://www.asha.org/practice/ethics/ethics_issues_index/ • [CITI training](#) at https://www.citiprogram.org/ **Evidence-based practice (EBP, PICO)** • [ASHA *Position Statement on Evidence-Based Practice*](#) at http://www.asha.org/policy/PS2005-00221/ Orlikoff et al., Ch. 1 OR Dollaghan, Ch. 1, 2	
2	9/3	**Research strategies (quantitative, qualitative)** Orlikoff et al., Ch. 3	**CITI training**
3	9/10	**Locating evidence** Library tutorial (at MLK library)	**PICO question for literature review**
4	9/17	**Research designs (group designs)** • Orlikoff et al., Ch. 4	
5	9/24	**Research designs (single-subject designs)** • Orlikoff et al., Ch. 4	**Exam 1**
6	10/1	**Evaluating findings (validity, importance)** • Orlikoff et al., Ch. 4 Dollaghan, Ch. 5	
7	10/8	**Evaluating Tx evidence (treatment efficacy, level of evidence)** • Orlikoff et al., Ch. 5 • Dollaghan, Ch. 6, 8, 9	
8	10/15	**Exam 2**	**Exam 2**
9	10/22	**Evaluating Tx evidence (treatment efficacy, level of evidence)** • Orlikoff et al., Ch. 5 • Dollaghan, Ch. 6, 8, 9 **Scientific/professional writing (overview, literature review)** • Posted materials on Canvas • Orlikoff et al., Ch. 2	**Literature Review**

Week	Date	Topics, Readings	Assignments Deadlines
10	10/29	In-class peer-review work	
11	11/5	• **Scientific/professional writing (method)** • Orlikoff et al., Ch. 6	**Peer Review**
12	11/12	• **Scientific/professional writing (results)** • **Scientific/professional writing (discussion)** • Orlikoff et al., Ch. 9	
13	11/19	In-class work on presentations	
14	11/26	In-class presentations	**In-class Presentation**
15	12/3	In-class presentations	**In-class Presentation**
Final Day	12/10	Submission of final paper on Canvas by 5:00 PM	**Final Paper submission**