

San José State University
Communicative Disorders and Sciences
EDSP 221-Research Seminar in Communicative
Disorders-Fall 2016

ONLINE/Sections 3 and 4

INSTRUCTOR

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Contact Time: Mondays, 6:00 PM- 7:00 PM and /or by appointment

If you need an appointment I have to know about it the week before.

We can have a meeting via phone or Skype.

COURSE FORMAT

This course will be delivered online involving assignments that include reading material, reviewing notes from each chapter by the instructor, searching for sources online, and responding online. Additionally, there will be whole group sessions via WEB-EX and Skype session will be scheduled with each student on a rotating basis for 20-minute segments towards the end of the semester. You will be asked to be available on four Monday evenings from 6:00 PM-8:00 PM on 8/29; 9/26; 11/7, 11/14, or 11/121; and, 11/28 or 12/5. Laptop, Internet access and software are required to complete this course. See Student Technology Resources below for available computer/laptop/device on campus.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. *You are responsible for regularly checking with the messaging system through [Mysis](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates*

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.

COURSE LEARNING OBJECTIVES (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: (2016)

Standard IV- A [...A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. [CLO-4]

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics. [CLO 1]

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice. [CLO 2-6]

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards. [CLO 7-8]

REQUIRED TEXTS AND READINGS

Textbooks:

- Orlikoff, R. F., Schiavetti, N., & Metz, D. E. (2015). *Evaluating research in communication disorders* (7th ed.). Boston: Allyn & Bacon. (ISBN-13: 9780133352016)
- Dollaghan, C. A. (2007). *The handbook of evidence-based practice in communication disorders*. Baltimore: Brookes. (ISBN-13: 9781557668707)

Other Readings

- **Additional readings/materials:** Notes for the content of each module will be available on **Canvas for your section**, Course-related questions sent to me via email will be answered on the Canvas Discussion board.
- **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 found 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](http://www.asha.org/Members/ebp/intro.htm) (EPB) resources at <http://www.asha.org/Members/ebp/intro.htm>
- [ASHA’s National Center for Evidence-Based Practice in Communication Disorders](http://www.asha.org/members/ebp/EBSRs/) (N-CEP) systematic reviews at <http://www.asha.org/members/ebp/EBSRs/>
- [ASHA’s Practice Portal](http://www.asha.org/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 \(OWL\)](http://owl.english.purdue.edu/owl/resource/560/01/) at <http://owl.english.purdue.edu/owl/resource/560/01/>

Library Liaison

suzie.bahmanyar@sjsu.edu

Please refer to <http://libguides.sjsu.edu/CDS-EDSP221>

Additional Support

- [SJSU Accessible Education Center](http://www.sjsu.edu/aec/): <http://www.sjsu.edu/aec/>
- [King Library: Communicative Disorders and Sciences Services](http://libguides.sjsu.edu/CDS): <http://libguides.sjsu.edu/CDS>
- [Writing Center](http://www.sjsu.edu/writingcenter/): <http://www.sjsu.edu/writingcenter/>
- [Counseling and Psychological Services](http://www.sjsu.edu/counseling): <http://www.sjsu.edu/counseling>
- [Peer Connections](http://peerconnections.sjsu.edu): <http://peerconnections.sjsu.edu>

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class,

participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

That is, expect to work six additional hours outside the classroom each week for a three-unit course.

- **Assignments.** See the attached Course Calendar for exam/due dates and Assignment Description for specific instructions/rubrics.
 - **CITI training (75 points):** Each student will *individually* complete the online CITI training on basic ethical issues for student researchers. Evidence of passing the class will need to be posted online to me [CLO 1] Students will complete a human participants tutorial per the SJSU Institutional Review Board (http://www.sjsu.edu/gradstudies/irb/irb_policy/index.html). Students will complete the human subjects research course (students conducting minimal risk research), and the social-behavioral-modules.
 - **A total of 6 assignments (150 points) and 4 meetings via WEB EX and/or Skype (individual meetings) (The assignments will be described under the section of Assignments. Length will be specified and the paper be graded on organizational structure, writing style, content, and critical analysis when applicable. (CLO-4)**
 - **Literature review (200 points):** Each student will write a literature review based on a PICO question related to the student’s selected clinical case. The literature review is on the topic of your paper, which is related to your case study. (The literature should include reference to the two articles you will have critiqued). [CLO 2-5, 7]
 - **Critique of peer’s literature review (75).** Each student will critique a classmate’s paper and provide constructive feedback. Discussion among students is encouraged. [CLO 4]
 - **PAPER (Total 300 points- presentation 50 points - paper 250 points):**
 - Poster presentation: Each student will present a case study of the student’s selected clinical case in poster format. **The Research/Case Study paper will be shared with the group via Web Ex** [CLO 8]
 - Written paper: Each student will write up the research/case study and develop a paper that includes a relevant literature review including general introduction, and method, results and discussion. [CLO 6, 7]
 - **Midterm (100 points):** There will be one take home exam during the semester to assess the concepts reviewed in the various chapters of the textbook. [CLO 1-7]

STEPS	ACTIVITY	POINTS
STEP 1	Formulate a research question	10 points
STEP 2	Develop a rationale and state why this is an important area to study.	10 points
STEP 3	Write a comprehensive literature review and cite the relevant research literature that supports the question under investigation. At least 10-15 references and 8-10 pages of text and appropriate references	100 points
STEP 4	Write an introduction to the literature review summarizing the important information	20 points
STEP 5	Develop a method section. Describe the research design and Identify core elements such as participants, data collection techniques and instruments, methods of compiling the data. At least 5-10 pages of text, with appropriate references.	100 points

STEP 6	Reflect on the research project and consider possible outcomes if you had conducted all of the research, generalization, and limitations of the study.	30 points
STEP 7	Complete a bibliography	30 points

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Graduate Writing Assessment Requirement

Each student will complete a thorough literature review related to evidence-based practices in the treatment of speech-language-hearing disorders, either for children or adults. Topics will be approved by 9/26. Your research paper will be **at least 3000 words (approximately 12 pages)** and will be written **individually**. Papers will be formatted according to the American Psychological Association, APA format (6th edition). The paper satisfies the Graduate Writing Assessment Requirement for a graduate degree from SJSU.

Grading Policy

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: Two percent of grade will be deducted each day past the deadline.
- There is no extra credit opportunity for this course.
- There is no make-up for any assignment or exam, except for documented illness, emergency and observed religious holiday (see Classroom Policy below).
- Assignment weighting:

ASSIGNMENTS	Points
Four total group and/or individual participating sessions via WEB EX/online	100
CITI training (CLO-1)	75
Six assignments (CLO-2-6)	150
Literature review	100
Critique of one of your classmate’s literature review	75
Final Research Paper which takes the instructor’s comments into consideration due on December 15 at 5 PM or earlier.	300
Powerpoint presentation of your project (75) and attendance at presentations from peers (on the designated Monday at the end of the semester 6:00-8:00 PM via Web Ex)	100
Mid-Term Take Home (CLO-2)	100
TOTAL	1000

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

COURSE AND ONLINE NETIQUETTE

- **Please adhere to SJSU student conduct code and ASHA code of ethics for all work in this class.**
- **Illness/emergency:** Please 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..
- **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).
- **Complete all the assignments by the deadline.** Two percent of points per hour will be deducted if the assignment is turned in late.
- **Pace your work to avoid rushing at the last minute.**
- **Try to figure out what you need to do** by consulting with your group or other classmates before contacting me. If you cannot figure it out, please post your Question (s) under the Discussion Tab.
- I will respond to you as soon as I can. My response mode might be slow down some during the weekends. **I try to be courteous in the manner in which I phrase my thoughts and I expect the same from you.**
- **Consent for Recording of Class and Public Sharing of Instructor Material:** 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.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student’s own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. 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.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

College and Department policies

Vision Statement: The faculty of the College of Education at San José 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 Statement - 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.

HIPAA

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

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

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](#) 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](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

EDSP 221-Fall 2016, Course Schedule

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

Week	DATE	Readings and Assignments	TASKS TO PERFORM to do during the prior week and/or today
1	8/29	<p>Read links: Ethic at http://www.asha.org/Code-of-Ethics/ ASHA Position Statement on Evidence-Based Practice at http://www.asha.org/policy/PS2005-00221/ http://www.asha.org/practice/ethics/ethics_issu es_index/ Evidence-based practice and introduction to the research article Syllabus review</p>	<p>Participate in CITI training if you have not done so. http://www.sjsu.edu/gradstudies/irb/irb_policy/index.html Orlikoff et al., Chapters 1 and watch summary ppt</p> <p>Participate on this date via WEB EX during the designated times on Monday, 8/29 to go over syllabus as an orientation to the class. Section 3 from 6 PM to 7 PM and Section 4 from 7 PM to 8 PM</p>
2	9/6	<p>Evidence –based Practice and the Components of a Research Article (Chapter 2)</p> <p>Article review for Chapters 1-Read assignment</p>	<p>Orlikoff et al., Chapter 2 and read summary ppt</p> <p>Due – Assignment #1</p>
3	9/12	<p>Research Strategies and Research Design in Communicative Disorders (Chapter 3) and part of Chapter 4</p> <p>Article review for Chapter 2- Read assignment for the week</p>	<p>Orlikoff et al., Chapters 3 and Chapter 4- pages 123-133 (read summary ppt)</p> <p>Due – Assignment #2 Due: CITI training must have been completed by this date</p>
4	9/19	<p>Evaluating importance (validity and importance) (Rest of Chapter 4) Dollaghan – Chapter 5 Article review for Chapter 3- Read assignment for the week and have your</p>	<p>Orlikoff et al., rest of the Chapters 4 and watch summary ppt and Dollaghan Chapter 5.</p> <p>Due: Assignment #3</p>
5	9/26	<p>Go the library for inservice. I will participate via WEB EX.</p> <p>Experimental Design for Studying Treatment Efficacy-Chapter 5</p>	<p>Look for 5 articles that relate to your topic and begin to study APA style that you will use for your research paper. Orlikoff et al., Chapters 5-Read summary ppt.</p> <p>Topic for research ready Participate in discussion and select a topic for your research. Discussion via</p>

			WEB EX on Monday, 9/26 -Section 3 from 6 PM to 7 PM and Section 4 from 7 PM to 8 PM
5	10/3	Dollaghan Chapters 6. 8 and 9. (treatment, practice, systematic reviews/meta-analysis, appraisal checklists)	Read two of your articles thoroughly and submit your appraisal following the checklist(s) specified in Dollaghan TBD by the professor at a later date. Due: Assignment #4 Send me the list of the five articles using APA with a one to 2 -line description of the content for each.
6	10/10	Scientific/professional writing (method) and results Orlikoff et al., Ch. 6 and Ch.7 Review of your first two articles following appraisal checklist	Read the other three articles thoroughly and submit your appraisal following the checklist(s) specified in Dallaghan TBD by the professor at a later date. Due: Assignment # 5
7	10/17	Discussion and Conclusions Orlikoff et al Chapter 9	Work on literature review
8	10/24	Same as above Take Home Mid Term	Work on take home and literature review
9	10/31	Submit literature review to classmate	Work on reviewing classmate's review Due: Assignment # 6 SUBMIT YOUR MIDTERM TO INSTRUCTOR.
10	11/7	Submit to the instructor your literature review and your classmate's review of your literature review	Participate in individual discussion via WEB EX on Monday, 11/7. Sign up of members from Section 3 from 6 PM to 7 PM and Section 4 from 7 PM to 8 PM
11	11/14	You continue writing your paper until completion and prepare a short 10 minute presentation for the research symposium	Participate in individual discussion via WEB EX on Monday, 11/14. Sign up of members from Section 3 from 6 PM to 7 PM and Section 4 from 7 PM to 8 PM
12	11/21		
13	11/28	Clinical Research Symposium	Presentations from Section 3 from 6 PM to 8 PM
14	12/5	Clinical Research Symposium	Presentations from Section 4 from 6 PM to 8 PM
		Final Project due during Exam Week. Deadline is Friday, Dec. 16 5 PM	