

San José State University
Communicative Disorders and Sciences
EDSP 221: Research Seminar in Communicative Disorders
Section 6; Fall, 2016

Course and Contact Information

Instructor:	Dr. Carol Zepecki, CCC-SLP
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Office Hours:	Tuesday 3-4 and Wednesday 5-7.
Class Days/Time:	Wednesday 7-9:45 (or as communicated)
Classroom:	Room 212 Sweeney Hall

Course Format

This course will be delivered as a hybrid with some sessions consisting of on-site classes and some sessions involving off-site assignments including viewing of modules involving audio and video. 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](#) at <http://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course provides 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.

Learning Outcomes (Course Learning Outcomes – CLO)

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

1. Identify and manage ethical considerations in professional activities and research involving human participants. (ASHA Standards IV E-G)
2. Demonstrate knowledge of processes and procedures involved in research and their application to evidence-based practices. (ASHA Standards IV A, B, F, V-B)
3. Formulate answerable clinical questions using the PICO principle. (ASHA Standards IV-F, V-A)
4. Locate and select strong external evidence from reliable, peer-reviewed sources. (ASHA Standards IV-F)
5. Perform critical review of research studies, as an **educated consumer** of research. (ASHA Standards IV-F, V-A)

- 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.
6. Integrate research findings and formulate rationales to support clinical decisions. ASHA Standards IV-C, D G, V-A
 7. Apply research methods to clinical practice and generate evidence for treatment effects, as a **producer** of research. (ASHA Standards V-A, B)
 - 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.
 8. Demonstrate effective oral communication skills to discuss issues in clinical research and practice. ASHA Standards V-A)
 9. Demonstrate professional writing skills using the American Psychological Association (APA) Style. ASHA Standards V-A)

ASHA STANDARDS

This course meets the following Standards for the Certification of Clinical Competence: (2016):

- **Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences. (CLO 2)
- **Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. (CLO 2)
- **Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas of study ((1) articulation, (2) fluency, (3) voice and resonance, (4) receptive and expressive language in speaking, listening, reading and writing, (5) hearing and the impact on speech and language, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, (augmentative and alternative communication modalities. (CLO 6)
- **Standard IV-D:** For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (CLO 6)
- **Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct. (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. (CLO 1 -6)
- **Standard IV-G** The applicant must have demonstrated knowledge of contemporary professional issues. (CLO 1, 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. (CLO 3, and 5-9)
- **Standard V-B:** The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes; evaluation,

intervention, interaction and personal qualities. (CLO 2, 7)

Required Texts and Readings

Textbook

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

Supplementary Text:

- Dollaghan, C. A. (2007). *The handbook of evidence-based practice in communication disorders*. Baltimore: Brookes. (ISBN-13: 9781557668707)
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association.
- **Additional readings/materials:** Notes for the content of each module will be available on **Canvas for your section.**

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

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 from Credit Hour link on [Fall 2016 policies and procedures page](http://info.sjsu.edu/static/catalog/policies.html) at <http://info.sjsu.edu/static/catalog/policies.html>. This list consists of policies and procedures related to students. ***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:** Each student will *individually* complete the online CITI training on basic ethical issues for student researchers. Evidence of passing the class must be emailed 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.
 - **Research Article Critiques: (Total 100 points - 10 points per critique)** Students will read, discuss, and critique 10 (one per chapter) contemporary research articles in communication sciences and disorders. Each critique must include a brief summary of the article and answer the questions presented in Orlikoff et. al book. Each critique will be no longer than 2 pages. Critiques will be graded on organizational structure, writing style, content, and critical analysis. (CLO-4)
 - **Due dates Chapters 1 & 2, 8/31, Chapters 3 & 4, 9/7, Chapters 5 & 6, 9/14, Chapters 7 & 8, 9/21 Chapters 9 & 10, 9/28**
- **Independent Research Project: (300 points total)** Each student will develop an independent research project on a topic of her/his preference. The proposal should address a clinically relevant research question. (CLO 3-8)
- **Due Dates – Topic Selection - 9/14, Literature Review Due -10/19. Complete Project - 11/9**

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

- **Poster presentation: (50 points)** During the last 3 weeks of class, each student will give a brief oral and slide presentation about their project. This presentation will include a statement of the question, a summary of the literature review, the proposed method, and the possible impact on clinical practice if the project was completed. (CLO 8-9)
- **Due dates – 11-16-12/7**

- **Midterm (100 points):** There will be an exam on 10/19 to assess the concepts reviewed in the various chapters of the textbook. [CLO 1-2]
- **Final Exam - Peer review (50 points):** Each student will critique a classmate's project and provide constructive feedback. [CLO 4, 5, 9] **Due Date based on final exam schedule**

Grading Information: Determination of Grades

ASSIGNMENT	Points
Review of ten research studies (one per chapter) (CLO-4)	100
Independent Research Project (CLO 3-8) <ul style="list-style-type: none"> • Literature review (200) • Method (100) 	300
Oral presentation of project (CLO 8-9)	50
Mid-Term Exam (CLO 1-2)	100
Final exam - Peer review of a colleagues project (CLO 4-5-9)	50
TOTAL	600

Grade Appeals: The instructor welcomes appeals to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned.

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.

Grades will be based on points applied to the rubrics presented for each assignment or for the actual points achieved on the examination.

A+ = 96.5 to 100 %	A = 92.5 to 96.4%	A- = 89.5 to 92.4%
B+ = 86.5 to 89.4%	B = 82.5 to 86.4%	B- = 79.5 to 82.4%
C+ = 76.5 to 79.4%	C = 72.5 to 76.4%	C- = 69.5 to 72.4%
D = 59.5 to 69.4%	F = < 59.4%	

Classroom Protocol

Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

Assignment Due Dates: All assignments are due on the dates listed.

Attendance/Participation: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Each unexcused absence will lower the final course grade in half grade increments (i.e., A+ to A to A- etc.). Students will complete the assigned readings and study questions prior to each class. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions. Class assignments will take (at least) ten to twelve hours per week.

Writing Requirements: Students should adhere to the APA (American Psychological Association) Manual. Primary cites should be used; a secondary source is allowed when the primary source is not available or written

in a non-English language. The APA Manual is available in the King library.

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 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.

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- Wednesday class

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

Week	Date	Topics, Readings	Assignments for the week between classes
1 at SJSU	8/24	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_issues_index/ Evidence-based practice and introduction to the research article Syllabus review – Library visit	Participate in CITI training if you have not done so. (http://www.sjsu.edu/gradstudies/irb/irb_policy/index.html) Student module Orlikoff et al., Chapters 1-2 watch ppt/video
2 at SJSU	8/31	Research strategies (quantitative, qualitative) & Research designs (group designs) Due - Article review for Chapters 1-2	Participate in CITI training Orlikoff et al., Chapters 3-4 watch ppt/video Narrow down research topic
3 at SJSU	9/7	Experimental Designs for Efficacy and Methods Due - Article review for Chapters 3-4 CITI training must have been completed by this date	Orlikoff et al., Chapters 5-6 watch ppt/video
4	9/14	Results: Findings and statistical inference Due: Article review for Chapters 5-6 Due: Topic for research	Orlikoff et al., Chapters 7-8 watch ppt/video
5 at SJSU	9/21	Conclusions and clinical decision-making Professional writing – APA Due: Article review for Chapters 7-8 Set up a meeting with instructor prior to 10/19 to review topic	Orlikoff et al., Chapters 9-10 watch ppt/video Read articles pertaining to your topic selection
6	9/28	Article review for Chapters 9- 10 Individual meeting with instructor	Read articles pertaining to your topic selection
7	10/5	Read articles pertaining to your topic selection Individual meeting with instructor	Work on literature review
8	10/12	Read articles pertaining to your topic selection Individual meeting with instructor	Work on literature review
9 at SJSU	10/19	Discussion of Literature Review – Methods In class mid-term Submit Literature Review	Work on methodology, Discussions etc.
10	10/26	Completion of project	Work on methodology, Discussion etc.
11	11/2	Completion of project	Integrate Literature Review, Methodology, Discussion
12 at SJSU	11/9	Poster session discussion - Review of projects Final Project due	Prepare Presentation
13	11/16	Clinical Research Symposium	Case Study – Presentation
14 at SJSU	11/30	Clinical Research Symposium	Case Study – Presentation
15 at SJSU	12/7	Clinical Research Symposium	Case Study – Presentation
Final Exam	TBD	Peer review Due	

