San Jose State University
Department of Communicative Disorders and Sciences
EDSP 221: Research Seminar in Communicative Disorders
Section 1; Spring, 2015

Course and Contact

Instructor	Paul W. Cascella, Ph.D., CCC
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Office Hours	Monday 3:45-4:45; Thursday 2:00-4:30
Class Day/Time	Friday 9:00-11:45
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Catalog 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.

Course Learning Objectives: The student will

1) demonstrate knowledge of quantitative and qualitative research paradigms;
2) discuss the interaction of research and clinical practice (i.e., evidence-based practice);
3) describe ethical research practices;
4) demonstrate the scientific process from formulation of a research question to interpretation and discussion of research findings (i.e., the organization and construction of a research project);
5) utilize electronic media search skills;
6) actualize clear and concise writing skills;
7) engage in reflective observation, abstract hypothesizing, critical thinking, and active testing of research-related topics.

ASHA 2014 CCC Standards related to EDSP 221
http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/

IV-A The applicant must have demonstrated knowledge of …..statistics.
IV-E The applicant must have demonstrated knowledge of standards of ethical conduct.
IV-F The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based practice.
IV-G The applicant must have demonstrated knowledge of contemporary professional issues.
V-A The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Modes of Instruction: (Enabling Activities)

PowerPoint Slides; Class Discussion and Group Problem-Solving; Cooperative Learning Groups; Weekly Study Questions; Student-Directed Learning; Peer-Review; Library Reserve Examples; Instructor Office Hours.

Required Text: (Available for purchase from the publisher or on-reserve at the King library)

Patten, M.L., (2014). *Understanding research methods: An Overview of the essentials* (9th). Glendale, CA: Pyrczak Publishing. $99.95; ISBN 978-1-936523-17-7

Required Readings: (Available on the EDSP 221 Canvas site)

Brambaugh, K.M., & Smit, A.B. (2014). Treating children ages 3-6 who have speech sound disorder: A Survey. *Language, Speech, and Hearing Services in Schools, 44*, 306-319.

Dammeyer, J. (2014). Symptoms of autism among children with congenital deafblindness. *Journal of Autism and Developmental Disorders, 44*, 1095-1102.

Duchan, J. (2006). How conceptual frameworks influence clinical practice: Evidence from the writings of John Thelwall, a 19th-century speech therapist. *International Journal of Language and Communication Disorders, 41*(6), 735-744.

Ellis, L., & Beltyukova, S.A. (2012). Evidence-based diagnostic treatment and treatment planning for adult stuttering: A Case study. *Perspectives on Fluency and Fluency Disorders, 22*, 70-87.

Hapner, E., & Gilman, M. (2012). The Vocal load of reform Jewish cantors in the USA. *Journal of Voice, 26*(2), 201-204.

Hinckley, J.J., Hasselkus, A., & Ganzfried, E. (2013). What people with aphasia think about the availability of aphasia resources. *American Journal of Speech-Language Pathology, 22*, S310-S317.

Ju, Y.H., Jung, K.Y., Kwon, S.Y., Woo, J.S., Cho, J.G., Park, M.W., et al. (2013). Effect of voice therapy after phonomicrosurgery for vocal polyps: A Prospective, historically controlled, clinical study. *The Journal of Laryngology & Otology, 127*, 1134-1138.

Solomon-Rice, P.L., & Soto, G. (2014). Facilitating vocabulary in toddlers using AAC: A Preliminary study comparing focused stimulation and augmented input. *Communication Disorders Quarterly, 35*, 204-215.

Strong, G.K., Torgeson, C.J., Torgeson, D., & Hulme, C. (2011). A Systematic meta-analytic review of evidence for the effectiveness of the 'Fast ForWord' language intervention program. *Journal of Child Psychology and Psychiatry, 52*(3), 224-235.

SJSU Resources Related to EDSP 221

A. SJSU Accessible Education Center: http://www.sjsu.edu/aec/

Course Accommodations: Students with an educationally related disability are encouraged to self-identify to the instructor and contact the Accessible Education Center to discuss course accommodations. Students who need

special arrangements in case the building must be evacuated should advise the instructor.

B. King Library Services: http://libguides.sjsu.edu/CDS
C. Writing Center: http://www.sjsu.edu/writingcenter/
D. Counseling Services: http://www.sjsu.edu/counseling/

Assignments:	**% of Course Grade**
1. Research Article Critiques (dates below)	35%
2. Patten Study Questions (dates below)	5%
3. Research Ethics Tutorial (3/6/15)	0%
Research Proposal	
4. Literature Review (4/10/15)	25%
5. Methods (5/1/15)	20%
6. Data Outcomes (5/15/15)	15%

1. Research Article Critiques: Students will read, discuss, and critique 9 contemporary research articles in communication sciences and disorders. For four of the research articles, students will submit a written critique due one week after the class discussion. Each written critique will focus on a different element of the article, one each for the literature review, method, results, and discussion. Each critique will provide a brief one paragraph summary of the section being critiqued (introduction), a statement that summarizes the critique's findings (thesis statement), and an analysis of the evidence supporting the thesis statement (body). Each critique will be no longer than 3 pages. Critiques will be graded on organizational structure, writing style, content, and critical analysis.

	Class Discussion	Paper Due
Hapner & Gilman	1/23/15 & 1/30/15	2/6/15
Hinckley et al.	2/6/15	2/13/15
Strong et al.	2/13/15	2/20/15
Ellis & Beltyukova	2/20/15	2/27/15
Dammeyer	3/6/15	3/13/15
Brambaugh & Smit	3/20/13	4/3/15
Solomon-Rice & Soto	4/3/15	4/10/15
Ju et al.	4/17/15	5/1/15
Duchan	5/8/15	5/15/15

2. Patten Study Questions: On a weekly basis, students will answer the assigned study questions from the Patten text. Students will submit their answers to the instructor.

2/6/15	Study Questions:	Topics 14 -18; 19; 22-23; 75-76
2/13/15	Study Questions:	Topics 1-4; 7-12
2/20/15	Study Questions:	Topics 5-6; 64-71; 77-78

3/6/15	Study Questions:	Topics 31-37; 72-73
3/13/15	Study Questions:	Topics 24-29; 79-80
3/20/15	Study Questions:	Topics 41-46
4/3/15`	Study Questions:	Topics 47-51; 54
4/17/15	Study Questions:	Topics 55; 57-63; 65

3. Research Ethics Tutorial: Students will complete a human participants tutorial per the SJSU Institutional Review Board (http://www.sjsu.edu/gradstudies/irb/irb_policy/index.html). As per PowerPoint slides 21 to 23, students will complete the human subjects research course and social-behavioral-educational modules.

4-6. Independent Research Project: Each student will develop an independent research project proposal on a topic of her/his preference. Students will complete a literature review, state a research question, and propose a method of inquiry (including participants, instruments, and procedures).

4. Literature Review, Rationale and Comprehensive Summary for the Research Question: The student will develop a research question and state a reasoned argument as to why the research question is important. The student will develop a comprehensive literature review that supports the specific research question and its rationale. Students will state the dependent and independent variable(s) and cite the relevant research literature that supports the research question being investigated. The literature review should be at least 10 to 15 pages of text, with at least 10-15 references. Further discussion will occur in class and examples of previous literature reviews by former students are available via the King library reserve services.

5. Method: The student will develop a comprehensive method section for addressing the research question. The student will identify the core elements, including: participants, inclusion criteria, data collection techniques and instruments, the validity of the instruments, and reliability procedures. The method section should be at least 5-10 pages of text, with appropriate references. Further discussion will occur in class.

6. Data and Outcomes: During the final class, each student will give a brief oral presentation about 1) the nature of his/her data, 2) how she/he would interpret the results of the methodology should the hypothesis prove true or false, and 3) how the results might impact clinical practice.

Grades and Grade Appeals:

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 = $\leq$ 59.4		

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.

Professional Behavior:

Assignment Due Dates: All assignments are due when the class meets on the dates listed. Late assignments will result in the following grade reductions: Research Article Critiques (-5 points/day), Patten Study Questions and the Ethics tutorial (-2 points/day), and the Research Proposal sections (-5 points/day). Students can appeal these reductions by showing written evidence of exceptional or emergency circumstances.

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 instructor's office and 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.

SJSU Vision Statement: In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship. San José State University graduates will have developed: Specialized Knowledge; Broad Integrative Knowledge; Intellectual Skills; Applied Knowledge; Social and Global Responsibilities (http://www.sjsu.edu/about_sjsu/mission/).

Lurie College of Education Mission Statement: The mission of the Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world. Our basic values**:** Respect and appreciation for diversity; Promotion of equity and access to quality education; Excellence through scholarly activity and reflective professional practice; Continual professional and personal growth; Ethical, collegial, and humane interpersonal relationships as a basis for community (http://www.sjsu.edu/education/mission/).

Communicative Disorders & Sciences Mission Statement: 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 (http://ww.sjsu.edu/cds/).

Grievance Procedure: Students are referred to the *Lurie College Dispute Process for Students* at http://www.sjsu.edu/education/facultyandstaff/StudentDisputes.pdf for a description of the dispute resolution process.

Academic Honesty Statement: In the spirit of fostering academic honesty and professional practice standards, students are reminded that any act of academic dishonesty will be considered a serious offense against the values of the university and the professional discipline (see http://www.asha.org/Code-of-Ethics/). The instructor is committed to enforcing the SJSU policy and processes on academic integrity available at http://www.sjsu.edu/senate/docs/S07-2.pdf.

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 the SJSU 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://infor.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussion concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issues, it is recommended that he 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. Students should refer to the current semester's Catalog Policies 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 at http://www.sjsu.edu/advising/.

Anticipated Schedule of Topics, Assignments, Deadlines

1/23/15 Introduction to Research Methods; Examples of Research Studies; Becoming a Clinician-Researcher; Introduction to Experimental and Qualitative Research Frameworks

Research Article: Hapner & Gilman

1/30/15 Framing the Research Problem; The Scientific Method; Establishing the Research Problem; The Literature Review; The Null Hypothesis

Research Article: Hapner & Gilman

2/6/15 Introduction to Qualitative Research Design: Critical Features; Participant Observation; Ethnography

Research Article: Hinckley et al.

Patten Assignment: Topics 14 -18; 19; 22-23; 75-76
Selecting Tentative Topics for Empirical Research; Locating Literature and Refining a Research Topic; Preparing a Literature Review2/13/15 Design Strategies; Methods, Procedures, Variables; The Meta-Analysis

Research Article: Strong et al.

Patten Assignment: Topics 1-4; 7-12
Writing Research Hypotheses, Purposes, and Questions; Selecting a Research Approach; Looking ahead to Participant Selection; Looking ahead to Instrumentation

2/20/15 Design Strategies; Methods, Procedures, Variables (cont'd); Case Study and Single Subject Experimental Design

Research Article: Ellis & Beltyukova

Patten Assignment: Topics 5-6; 64-71; 77-78

	Preparing a Preliminary Research Proposal; Writing Reports of Empirical Research; Looking ahead to Data Analysis for Quantitative Research and Qualitative Research
2/27/15	Research Methods Release Time
3/6/15	Design Strategies; Methods, Procedures, Variables (cont'd); Basic Research Research Article: Dammeyer Patten Assignment: Topics 31-37; 72-73 Validity; Reliability; Quality control in Qualitative Research **Research Ethics Tutorial due 3/6/15**
3/13/15 3/20/15	Experimental-Type Designs; Two Group Designs; the Control Group; Posttest-Only; Factorial Design; Quasi-experimental design; Non-experimental Design; Sampling Patten Assignment: Topics 24-29; 79-80 (3/13/15) Sampling: Systematic, Stratified, Random; Describing and Reporting Measures Patten Assignment: Topics 41-46 (3/20/15) Experimental Designs; Threats to Validity Research Article: Brambaugh & Smit (3/20/15)
3/27/15	Spring Recess
4/3/15 4/10/15	Experimental-Type Designs; Two Group Designs; the Control Group; Posttest-Only; Factorial Design; Quasi-experimental design; Non-experimental Design Sampling (Cont'd); Ethical Conduct in Research; The Institutional Review Board Research Article: Solomon-Rice & Soto (4/3/15) Patten Assignment: Topics 47-51; 54 (4/3/15) Statistics, Data, and Chi Square **Literature Review due 4/10/15**
4/17/15	Data Analysis; The Data Collection Phase; Examples of Numerical Data: Nominal, Ordinal, Interval, Ratio; Non-Parametric Statistics; Effect Size Research Article: Ju et al.

Patten Assignment: Topics 55; 57-63; 65 (4/17/15)
Statistical Analysis

4/24/15 Research Methods Release Time

5/1/15 Measurement Issues in Quantitative Design; Reliability and Validity
5/8/15
Research Article: Duchan (5/8/15)

Methods due 5/1/15

5/15/15 **Data and Outcomes Presentation**

Current Bibliography: Relevant articles and texts are available in the instructors' offices.