

San José State University
Communicative Disorders and Sciences
EDSP 221: Research Seminar in Communicative Disorders
Fall 2017

I. Course Information

Instructor:	Dr. Carol Zepecki, CCC-SLP
Office Location:	Sweeney Hall – 118C
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Email:	Carol.zepecki@sjsu.edu or czepecki@verizon.net
Office Hours:	Monday 1-2 Tuesday 3-4
Class Days/Time:	Tuesday 4-6:45
Classroom:	Room 444 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](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. *You are responsible for regularly checking with the messaging system through [MySJSU](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

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 \(EPB\)](http://www.asha.org/Members/ebp/intro.htm) resources at <http://www.asha.org/Members/ebp/intro.htm>
- [ASHA's National Center for Evidence-Based Practice in Communication Disorders \(N-CEP\)](http://www.asha.org/members/ebp/EBSRs/) 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

Emily Chan – Emily.chan@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](#) 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 50 points - 10 points per critique)** Students will read, discuss, and critique 5 (one per week) 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 must be from a different chapter of the book and identify, the chapter, number and citation of the item. 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 will follow the class schedule.

- **Independent Research Project: 105 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 – 9/26, literature review 10/24, Final Project due 11/14

STEPS	ACTIVITY	POINTS
STEP 1	Formulate a research question	5 points
STEP 2	Develop a rationale and state why this is an important area to study.	5 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	40 points
STEP 4	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.	15 points
STEP 5	Provide potential results, discussion and conclusions as though you had actually participated in the project.	20 points
STEP 6	Complete a bibliography	10 points
STEP 7	Write an abstract	10 points
Total		105 points

- **Project presentation: (25 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, the possible impact on clinical practice if the project was completed and your reflection on the project. (CLO 8-9)
- **Midterm (50 points):** There will be one exam on 3/21 to assess the concepts reviewed in the various chapters of the textbook. [CLO 1-2]
- **Final Exam - Peer review (20 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 five research studies from different chapters (CLO-4)	50
Independent Research Project (CLO 3-8) (written paper)	105
Oral presentation of project (CLO 8-9)	25
Mid-Term Exam (CLO 1-2)	50
Final exam - Peer review of a colleagues project (CLO 4-5-9)	20
TOTAL	250

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.

II. 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/>”

III. College and Department policies

COE Vision Statement

The Lurie College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty, staff, and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

COE Mission Statements

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
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CD&S Department Vision Statement

Utilizing faculty expertise, the Department of Communicative Disorders and Sciences will be known for its rigorous education, innovative models of clinical preparation, scientific contributions, and a resource for professional development in service to our increasingly diverse community.

CD&S Department Mission Statement

The Mission of the Department of Communicative Disorders and Sciences is to provide rigorous academic and clinical preparation to students seeking careers working with individuals with communication disorders, and their families. We are guided by a commitment to scholarly research and principles of evidence-based practice. Our graduates will adhere to the highest ethical standards in serving the needs of our culturally and linguistically diverse community.

HIPPA / FERPA Policy

Students will be considered members of the clinic / school workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Students will adhere to these policies in all situations.

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 CD&S (e.g., restrooms, hallways, observation booths, elevators, teachers' lounges, 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.*

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education (LCOE) to successfully resolve such issues. These [student](#)

[dispute policies](http://www.sjsu.edu/education/docs/StudentDisputes.pdf) are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>. The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the [ASHA website](http://www.asha.org) (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

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.

EDSP 221 Fall 2017 Course Schedule- Tuesday 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	8/29	Syllabus review Types of Research Using APA Orlikoff Chapters 1 & 2	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
2	9/5	Research strategies (quantitative, qualitative) & Research designs (group designs) Selecting a topic Due - First article Orlikoff Chapters 3 & 4	Participate in CITI training Orlikoff et al., Chapters 3-4 Narrow down research topic
3	9/12	Experimental Designs for Efficacy and Methods Due – Second article CITI training must have been completed by this date Orlikoff Chapters 5 & 6	Orlikoff et al., Chapters 5-6
4	9/19	Evidence-based practice and introduction to the research article Due: Third article Orlikoff Chapters 7 & 8	Orlikoff et al., Chapters 7-8 Set up a meeting with instructor prior to 10/10 to review topic
5	9/26	Conclusions and clinical decision-making Professional writing – APA Due: Fourth article Orlikoff Chapters 9 & 10 Final topic due	Orlikoff et al., Chapters 9-10 Read articles pertaining to your topic selection
6	10/3	No class Due: Fifth article Individual meeting with instructor	Study for mid-term
7	10/10	Read articles pertaining to your topic selection Writing the literature review In class mid-term	Work on literature review
8	10/17	No class – Instructor available by appointment to help with Literature Review	Read articles pertaining to your topic selection
9	10/24	Results: Findings and statistical inference Writing the Methods Section Putting together the final project Literature Review Due	Work on methodology,
10	10/31	No class - instructor available with appointment to help with final project	Discussion and results section
11	11/7	Ethics 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/	Integrate Literature Review, Methodology, Discussion Prepare final project
12	11/14	Final Project Due Developing the Presentation Writing the peer review	
13	11/21	Clinical Research Symposium	Presentation preparation
14	11/28	Clinical Research Symposium	Presentation
15	12/5	Clinical Research Symposium	Presentation
	TBD	Peer review Due – Final exam	