

**San José State University**  
**Department of Communicative Disorders and Sciences**  
**EDSP 221, Research Seminar in Communicative Disorders,**  
**Spring 2014**

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<b>Office Hours:</b>	Mondays 1:00 PM to 2:00 PM, Fridays 8:00 AM to 9:00 AM, by appointment
<b>Class Days/Time:</b>	Section 01 Fridays 9:00 AM to 11:45 AM, Section 02 Fridays 1:00 PM to 3:45 PM
<b>Classroom:</b>	Sweeney Hall 120

### **Course Description**

An overview of research methods leading to evidence-based clinical practice in communicative disorder; introduces students to research designs and principles, data management and interpretation, and contemporary professional and ethical issues; aims to enable students to read, interpret and apply research to formulate rationales, answer clinical questions and evaluate evidence.

### **Course Goals and Learning Outcomes**

#### **ASHA Standards**

This course meets the following standards of the Standards and Implementation Procedures for the Certification of Clinical Competence in the area of research and evidence-based clinical practice:

**Standard IV-E:** Demonstrate knowledge of standards of ethical conducts.

**Standard IV-F:** Demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

**Standard V-A:** Demonstrate skill in professional oral and written communication.

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. [IV-E]
- CLO 2 Formulate answerable clinical questions using the PICO principle. [IV-F]
- CLO 3 Locate and select strong external evidence from reliable, peer-reviewed sources. [IV-F]

- CLO 4 Perform critical review of research studies, as an **educated, constructive consumer** of research. [IV-F]
- 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. [IV-F]
- CLO 6 Apply research methods to clinical practice and generate evidence for treatment effects, as a **producer** of research. [IV-F]
- Select and develop an appropriate research design.
  - Present data and results effectively (e.g., graphic display).
  - Interpret results and discuss relevance to PICO questions.
  - Make data-driven recommendations for clinical management.
- CLO 7 Demonstrate professional/academic writing skills using the American Psychological Association (APA) Style. [V-A]
- CLO 8 Demonstrate effective oral communication skills to discuss issues in clinical research and practice. [V-A]

## Required Texts/Readings

### Textbook

The two textbooks are available for purchase from the publisher, various retail stores and SJSU bookstore. They are also available for **temporary checkout (24 hours) under Course Reserve in the MLK library**. *Note:* Course Reserve holds the 1<sup>st</sup> ed. of Irwin et al., rather than the 2<sup>nd</sup> ed.

- Irwin, D. L., Pannbacker, M., & Lass, N. J. (2013). *Clinical research methods in speech-language pathology and audiology* (2nd ed.). San Diego, CA: Plural Publishing. (ISBN: 9781597565080)
- Dollaghan, C. A. (2007). *The handbook of evidence-based practice in communication disorders*. Baltimore: Brookes. (ISBN: 9781557668707)

### Other Readings

- Additional readings/materials are available on [Canvas course website](#), located at <https://sjsu.instructure.com>. Course-related questions sent to me via email will be answered on Canvas Discussion board. [Canvas login instruction](#) is located at <http://www.sjsu.edu/at/ec/canvas/index.html>.

### Other equipment / material requirements

- Laptop, Internet access and software for data management (e.g., Excel/Numbers) are required to complete this course.

- 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.

### 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/>
- American Psychological Association (APA, 6<sup>th</sup> 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

Valeria Molteni, [valeria.molteni@sjsu.edu](mailto:valeria.molteni@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>.

- **Complete the assigned readings prior to class.** By reading the assigned materials as the topics are presented, you are better able to integrate information, participate in discussions, and exercise critical thinking skills. Organize reading club or schedule leaders to facilitate reading within groups.
- **Participate in class activities.** Be prepared to participate in in-class activities, such as hands-on practices, training workshops, group discussions and mini-presentations. Activities are designed to facilitate content learning, applications and successful completion of the portfolio.
- **Submit assignments on time.** All work must be submitted on time. In-class activity submission is due by the end of class (unless otherwise announced), and no late or cross-section submission is accepted. Other assignment submissions are due by the beginning of class on the due date (unless otherwise announced), and points will be deducted each day after the due date.
- **Adhere to SJSU student conduct code and ASHA code of ethics.** All work must be completed in an ethical manner.
- **Assignments.** See Project Description for details and rubrics.
  - **Participation (10%):** There will be various in-class activities throughout the semester to facilitate learning. Participation is graded based on successful in-class activity submission.
  - **Exams (30%):** There will be three exams during the semester to assess various aspects of research methods in small chunks. Two of the three exams with the highest scores will count towards your final grade.

- **Clinical Research Portfolio (60%):** You will work on this project with a support group. Collaboration is encouraged throughout the process, but you will each work on a unique clinical case and will write the final paper individually.
  - I. Ethics: CITI training with passing score
  - II. Clinical research outline form and peer review
  - III. Clinical research proposal
  - IV. Clinical application
  - V. Presentation
  - VI. Reflection

NOTE that University policy F69-24, “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 the fifth week of the semester and the grading rubric will be distributed. Each term 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 (6<sup>th</sup> 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		

### **Classroom Protocol**

- **Illness/emergency:** At the discretion of the instructor, make-up exams, quizzes and/or assignments will be given in cases of **documented illnesses and/or personal or family-related emergencies**. Please let me know of your status **within 24 hours** of the missed deadline by email, phone, or in person, and submit appropriate 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:** You must inform me of your absence during **the first week of class** to make any necessary arrangement.

## 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

### 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](#) 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/](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](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.

- “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 during the first week of class, 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](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.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit

the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing



Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> 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>.

# EDSP 221, Research Seminar in Communicative Disorders, Spring 2014, Course Schedule

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

## Course Schedule

Week	Date	Topics, Readings	Assignments
1	1/24	Research and practice <ul style="list-style-type: none"> <li>• Dollaghan, Chapter 1 (<i>Intro EBP</i>), Chapter 2 (<i>PICO</i>)</li> </ul>	
2	1/31	Research and practice (cont.) <ul style="list-style-type: none"> <li>• Dollaghan, Chapter 4 (<i>Validity</i>)</li> </ul> Ethics in research and practice <ul style="list-style-type: none"> <li>• Irwin et al., Chapter 2 (<i>Ethics</i>)</li> </ul>	<b>DUE:</b> CITI training
3	2/7	Understanding evidence: Research design and basic statistics <ul style="list-style-type: none"> <li>• Irwin et al., Chapter 1 (<i>Intro</i>), 7 (<i>Design</i>, pp. 137-144), 8 (<i>Quant.</i>), 9 (<i>Qual.</i>); Irwin et al., Chapter 6 (<i>Measurement</i>); Dollaghan, Chapter 5 (<i>Importance</i>)</li> </ul>	
4	2/14	External evidence: Library tutorial <ul style="list-style-type: none"> <li>• Irwin et al., Chapter 5 (<i>Literature Reviews</i>)</li> </ul>	<b>Exam 1</b>
5	2/21	Understanding evidence (cont.) <ul style="list-style-type: none"> <li>• Dollaghan, Chapter 6 (<i>Treatment Studies</i>), 8 (<i>Reviews</i>)</li> </ul>	
6	2/28	Evaluating treatment and practice: Single-subject design (SSD) <ul style="list-style-type: none"> <li>• Dollaghan, Chapter 9 (<i>Practice</i>)</li> </ul>	
7	3/7	Single-subject design (Cont.)	<b>Exam 2</b>
8	3/14	Clinical research proposal meeting	
9	3/21	Scientific/professional writing <ul style="list-style-type: none"> <li>• Irwin et al., Chapter 11 (<i>Reporting</i>)</li> </ul>	<b>DUE:</b> Peer review
10	3/28	<b><i>Spring Recess</i></b>	
11	4/4	Working with data <ul style="list-style-type: none"> <li>• Revisit Dollaghan, Chapter 5 (<i>Importance</i>); Irwin et al., Chapter 6 (<i>Measurement</i>)</li> </ul>	<b>Exam 3</b>
12	4/11	Working with data (Cont.)	<b>DUE:</b> Research proposal
13	4/18	Data interpretation and discussion; presentation	
14	4/25	Clinical application meeting	

15	5/2	Clinical Research presentation	<b>DUE:</b> Clinical application
16	5/9	Reflection: Research and practice	
Final		(Section 01) 5/16, 7:15 AM - 9:30 AM (Section 02) 5/21, 12:15 PM - 2:30 PM	<b>DUE:</b> Clinical Research Portfolio