

CMSD 488: Research Methods Syllabus

Communication Science and Disorders Program

California State University, Chico

3 Units, Fall 2018

COURSE CONTACT INFORMATION

Faculty: David McCoy, Ph.D., C.C.C.
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Preferred contact is via email. Please sign your name to emails.

Office Hours: Mondays 2:15-4:14 p.m. and Tuesdays 12:30 – 2:30 p.m.

Class: Section 1 Monday, Wednesday, Friday: 10:00 a.m. – 10:50 a.m.
Section 2 Monday, Wednesday, Friday: 11:00 a.m. – 11:50 a.m.

Mobile Phone: 530.433.6867 text-based communication and other apps
Remember my work schedule may prevent an immediate reply.

Updates to the syllabus, schedule, & office hours are posted on Blackboard and announced in class with advance notice.

Course Prerequisites

This is a writing (W) course open only to students who have completed ENGL 130 or JOUR 130 (or equivalent) with a grade of C- or higher; successfully completed CMSD 321, CMSD 341, CMSD 351, CMSD 363, and **completed MATH 105 or an equivalent statistics course**. Consent of the CMSD program faculty may be given to allow enrollment in rare circumstances.

COURSE DESCRIPTION

- This course will provide students with the skills to become critical consumers of the quantitative and qualitative research literature in the fields of speech-language pathology and audiology and other human service and science-related fields.
- Students will improve their writing skills by producing several types of written products by creating, revising, and disseminating/sharing their work and the work of others.
- Students will use scientific research methods to locate and critically evaluate research literature and other resources as a means of developing information literacy.
- Students will generate the framework for a clinically-based research project.

These outcomes will in part enable students to meet the Council of Academic Accreditation (CAA) of the American Speech, Language, Hearing Association (ASHA) and the ASHA Certificate Standards of Clinical Competence (CFCC) in Speech-Language Pathology

- The student will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based practice (IV-F^I, 3.1.1B^{II}) for treatment efficacy with support from various types of evidence (research designs) of various quality.
- The student will demonstrate current knowledge of the principles and methods of intervention for people with communication and swallowing disorders (IV-D^I) in one of the areas (IV-C^I) with critical reasoning and evidence-based practice process skills (3.1.1B^{II}, CMSD SLO 3)
- The student will demonstrate knowledge of practical statistics in the social/behavioral sciences (IV-A^I)
- The student will acquire and demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics and anatomical/physiological, acoustic, psychological developmental, linguistic and cultural correlates. (IV-C^I) in one or two areas of intervention (3.1.5B^{II}, CMSD SLO 3)
- The student will acquire and demonstrate knowledge and skills in oral and written communication sufficient for entry into the profession (V-A^I) with effective forms of expressive communication, including interactions with peers (3.1.1B^{II}, CMSD SLO4 & 5)
- The student will demonstrate knowledge of standards of ethical conduct in research (IV-E^I, 3.1.1B^{II})
- The student will demonstrate ability to think critically, flexibly, and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems (CMSD SLO 1)

- I. CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology
<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>
- II. CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology. <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

This course is part of the Writing Across the Curriculum (GWAC) Program and Graduation Writing Assessment Requirement, Executive Memorandum, EM 17-009, September 5, 2017. <http://www.csuchico.edu/prs/EMs/2017/17-009.shtml>

- **This is an approved university writing (W) course; a grade of C- or better certifies writing proficiency for majors** and is required for graduation. No D's are allowed in this course.

All university writing courses approved by the UWC will carry the suffix 'W.' W-courses are 3-unit courses in GE or the major that integrate writing and writing instruction into the subject matter of the course. In W-courses, students use writing in the English language to inquire into and respond to course topics, engage in rigorous study about a body of knowledge essential to various audiences, and communicate that knowledge clearly to those audiences. Faculty will provide the rhetorically appropriate and course-specific writing instruction necessary for students to demonstrate understanding and appropriate use of writing in that subject area.

In W-courses, students will:

- Write and read texts in order to question, investigate, and draw conclusions about ideas and issues on a selected subject
- Practice key textual strategies such as finding, evaluating, analyzing, synthesizing, and interpreting appropriate primary and secondary sources and integrating their own ideas with those of others
- Learn and apply discipline-specific genre conventions such as organization, evidentiary support, and citation styles
- Revise written text, based on feedback they receive from their instructor and/or peers, to address specific audiences for specific purposes,
- Write frequently in the forms or genres of writing appropriate to the discipline or subject area
Reduce errors in grammar, syntax, punctuation, and spelling

COURSE MATERIALS

Required Resources

- Rubin & Bellamy (2012). *Practitioner's Guide to Using Research for Evidence-Based Practice* (2nd ed.). Hoboken, NJ: Wiley & Sons, Inc.
- www.masterclinician.org access for Observation Hours (also shared with other CMSD courses during the major sequence)
- You can *rent* an electronic version of the text for less than the cost of a new text. Check with the Wildcat Bookstore or online retailers.
- You can use other vendors such as barnesandnoble.com, amazon.com, chegg.com and many others.

Recommended and Help Texts

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Strunk, Jr., W. & White, E. B. (2000). *The Elements of Style*, (4th ed.). New York: Longman.

- The library has a reference copy of each.
- You may use an equivalent online writing resource or printed writing guide that you find helpful.

Online Resources (more provided in Bb)

- Purdue Online Writing Lab (OWL) <https://owl.english.purdue.edu>
 - Research and Citation; General Writing, Teacher and Tutor Resources;
- Chico State Writing Resources <http://www.csuchico.edu/slc/writing-center.shtml>
- APA Publication and Style Manual 6th Edition, check out the blog and tutorials (American Psychological Association) <http://www.apastyle.org>
- ASHA Evidence-Based Practice Steps <http://www.asha.org/research/ebp/>
- ASHA EBP PROBE Questions <http://www.asha.org/Events/convention/Evidence-Based-Practice-and-PROBE-Questions/>
- What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

CLASSROOM PROTOCOL

Course Activities

- Traditional lectures
- Large group discussions as a class
- Small group discussions with peers
- Written assignments and verbal presentations reviewed by faculty
- Peers review of your written and verbal assignments and you will review peer assignments in dyads and small groups
- Face-to-face hardcopy and online submissions of assignments, some of which will use TurnItIn™ software
- Reading peer-reviewed and other science research materials
- Reading textbook chapters and related scholarly articles
- Email interactions between faculty and students and student with students
- Obtaining and submitting documents and information using online resources such as Blackboard, Meriam Library linked databases, and other web-based video and resource sites.

Assigned Readings: Chapter readings and some supplementary readings will be assigned.

- Some information contained in your book may not be included in lecture lessons, however, you will be responsible for the content.
- Use of the textbook is primary with additional articles and online resources that relate to, extend, and support the information and discussions during the course.

Examinations: Two examinations (50 points each) and one cumulative final exam (50 points) that will be administered throughout the semester and will include information from readings and other linked or provided resources, lecture lessons, discussions, and assignments. Exams

may be provided in class, ScanTron exam forms will be provided when necessary, as take-home, or via Blackboard online. Each exam will be announced up to 2 weeks in advance.

1. Examination 1 approximately after Chapter 4
2. Examination 2 approximately after Chapter 8
3. Final Exam during finals week. The final exam day and time will be announced the 4th week of class and posted to your student portal/schedule by the university later in the semester.

Research Project: The project is worth approximately 100 points; 75 for the paper and 25 for the final group presentation and handout

- The completion of an evidence-based practice (EBP) literature review project with a written paper submission and a verbal presentation are required during this course. Details regarding the research project will be posted on Blackboard under “Research Project Guidelines” and discussed in class.
- A final verbal 3-4 minute presentation of your project will be presented to a small group in class along with a visual support hand (PowerPoint, Keynote, or Slides, shared in a printed version and uploaded as a .pptx, .ppt, or .pdf). Your visual support must conform to the guidelines provided in the assignment description.

Observation Hours

- 2 observation hours worth 10 points and 15 points for a total of 25 points will be completed for ASHA Clock Hours.
- Late assignments will be accepted for 0 points but will be accepted for full ASHA Clock Hours.
- Access to MasterClinician.org is required.

Research Labs and Writing Homework

Sample assignments of various point values as indicated in Blackboard when assigned or announced in class when completed. Point values may range from credit/no credit (0 points) up to 10 points.

This is not an exhaustive or a required list, it is a sample of possible assignments.

1. APA Style Tutorial <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
2. Draft of References in APA style for 10 articles related to your topic
3. Revised References due with completed checklist and peer feedback
4. Research Question
5. Qualitative client observation summaries
6. Article Summary 1 draft
7. Article Summary 1 revised with instructor feedback
8. Article Summary 2 draft and then revised with peer feedback
9. Announced and unannounced learning checks (quizzes)
10. First draft of your Personal Writing Reminders
 - a. All students will develop a checklist (writing guide) for their own personal use. The list will be composed of writing strategies, common errors

(structural and grammatical) and their corrections, and maybe inspirations or “notes to self”

11. Article Summary 3 draft and then revised with online or tutor feedback
12. Comparisons and contrasts of two or more studies.
13. Research Review of the Evidence (see project description)
14. Final draft of your Personal Writing Reminders
15. Draft presentation visual support (group)
16. Final presentation visual support (group)
17. Single-subject design (SSD) also called single-case design (SCD) or time-series design proposal for a hypothetical or observation video client
18. Sample resume, cover letters, personal statements, or email revisions may be submitted

Total Breakdown of Course Points: 500

- Homework/Labs, maximum 150
- Tests: 2 exams and final exam 150
- Research Project 100
- Observations 50
- Participation/Attendance 50
 - You can usually *only* make-up participation for 1 day only. Advance notice is required for the option to make up participation activities. Alternative activities will be provided at the faculty’s discretion. Make-up assignments must be requested within 7 days of the absence and completed within 14 days of the initial class points being posted to Bb. This applies to both excused and unexcused absences.
 - **Do not come to class with contagious illness. Sick days are a common professional practice for speech-language pathologists, audiologists, and many other jobs. In order to protect patients/clients/students, stay away from class when contagious.**
 - Extended illness may involve the Accessibility Resource Center.
 - Generally, no additional makeup points are available for attendance participation regardless of the reason for the absence or tardiness.