

Course

COMD 634

Summer II 2010

RC C 124

Course Description

CSD 634. Designing Research in Communication Sciences and Disorders. (3) *Summer.*

Experimental and descriptive research designs in speech sciences, including both group and single subject. Development of research proposals from generation of the hypothesis through data analysis and interpretation.

Required Materials

Haynes, W.O., & Johnson, C. E. (2009). *Understanding research and evidence-based practice in communication disorders.* Boston: Pearson.

Course Objectives

During this course, students will be able to :

- analyze, synthesize, and evaluate information about the theories and thought processes behind science, research, and clinical work **Std. III-F, III-G**
- identify types of research designs and the elements of those designs;
- develop data management and evaluation **Std. III-F, III-G**
- understand the process of creating, reporting, and evaluating research and research articles **Std. III-F, III-G**
- apply the ethics of research, treatment, and treatment research **Std. III-E**
- identify the links between research design principles, day-to-day evidence-based clinical practice, and treatment outcome evaluation **Std. III-F, III-G**
- apply this information to the assessment of published primary literature **Std. III-F, III-G**
- use this information to reflect on their own present and future clinical practice **Std. III-E, III-F, III-G**

In order to avoid misunderstandings regarding course policies, you are provided with this policy sheet that will be the guideline for the course unless altered at a later date by the instructor.

Attendance

Attendance is expected. Role will be checked at each class meeting. Three unexcused absences will be tolerated. Upon the fourth absence, your final grade will be lowered. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F."

Course Requirements

1. Read and write a summary of one of the two following articles:

Dollaghan, C.A. (2004). Evidence-based practice in communication disorders: what do we know, and when do we know it? *Journal of Communication Disorders*, 37, 391-400.

Gillam, S.L., & Gillam, R.B. (2008). Teaching graduate students to make evidence-based intervention decisions: Application of a seven-step process within an authentic learning context. *Topics in Language Disorders*, 28, No. 3, 209–225.

Due on Friday, July 23, 2010.

2. Go to the ASHA website. <http://www.asha.org/members/ebp/compendium/>
Select one of the disorders/therapy types listed. Develop a list of evidences for that disorder/therapy organized by the levels of evidence that we discuss in class.
This is due on Friday, July 16, 2010.

3. Summative Paper: The summative paper will bring together your experiences in the classroom and with the guided research. The paper should be 4 to 6 pages long (typed, double-spaced). It will be due on Friday, July 30, 2010 at noon. You may not turn in a late paper. Grades MUST be submitted to the Registrar's office by 4 pm on that date. I WILL NOT GRADE PAPERS TURNED IN AFTER NOON ON JULY 31, 2010. This paper will include a Literature Review of the topic you have selected to research and that is appropriate for a poster presentation/capstone project. It will also include the Methodology section for the poster presentation/capstone project.

4. Test: There will be one multiple choice test over the chapters assigned in the textbook.

Remediation

Each student must demonstrate at least an emerging level of competence for each of the above learning outcomes. If a student does not demonstrate emerging mastery on an initial evaluation of the content (e.g., assignment, exam) s/he will have to complete remediation(s) until emerging competency is demonstrated. Remediations provide additional time/activities needed to obtain knowledge; they will not result in a grade change. Successful completion of a remediation results in the professor's ability to indicate that the target competency level has been achieved (as recorded on KASA form).

Grades

Article Summary	100 points
Therapy Plan	100 points
Test	100 points
Lit Review and Methodology	<u>200 points</u>

Total 500 points

A	100 – 90%
B	89 – 80%
C	79 – 70%
D	69 – 60%
F	59% and below

Professional conduct.

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. You will lose points if your phone goes off for text messages or calls. No text messaging allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or get a big zero on your quiz or exam.
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required to see the notes.) No "IMs" (instant messaging) during class.
3. Come to class on time to minimize distractions and be considerate of the rest of the class.
4. Any requests for quiz or test changes must be approved **ahead** of time with a doctor or university note. No exceptions!
6. No cheating will ever be tolerated. You will be turned in on the spot, excused to leave and not come back.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

Academic Integrity: Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Instructor

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