

EDUC 622: Research Methods in Education
COMMUNICATIVE SCIENCES AND DISORDERS COHORT
Summer 2013
Tuesday/Thursday 9:00-12:00 (1st Summer Session)
Thursday 1:00-4:00 (2nd Summer Session)
Foundation Classroom Building 104

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Office Hours: By appointment and before/after class

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by COE Governance Community October, 1997)*

COURSE DESCRIPTION

This course will introduce students to the framework and principles of Evidence-Based Practice (EBP), and its use in clinical decision-making. Students will learn to identify and present the best current evidence to support clinical practice. This course will also introduce students to the foundations of scientific reasoning and the various forms of scientific research in the field of communicative sciences and disorders. Students will learn about the principles underlying quantitative and qualitative research designs, and will learn to skillfully read and comprehend scientific literature.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Describe ASHA's framework and principles of EBP
- Conduct effective electronic searches for external scientific evidence
- Define the levels of evidence and appraise the validity and importance of evidence
- Explain the bases of scientific reasoning and the scientific method
- Describe the difference between quantitative and qualitative research, and explain the various methods used in research design
- Research a clinical problem and present and defend your clinical decision-making based on best available evidence
- Utilize correct APA style writing and citations.
- This course directly addresses **KASA STANDARD III-D, III-E, III-F: "The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice."**

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Prado-Olmos, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master’s candidates. This requirement must be achieved prior to Advancement to Candidacy. A master’s candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

Plagiarism

All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 6th edition. Failure to do so may result in failure of the course.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Professional Etiquette

Attendance: Daily class and clinic attendance is required. Poor attendance negatively reflects on professionalism. Absences should be communicated to your instructor, clinic supervisor, and clinic director prior to the beginning of class or clinic.

Tardiness: Graduate students are expected to arrive at class and clinic on time. Arriving late can be very disruptive. If arriving late to class or clinic, try to be as quiet and unobtrusive as possible. If you know before hand that you will be late, please communicate this to the instructor or supervisor. Habitual tardiness will be noted and documented.

Leaving Class or Clinic Early: Sometimes other obligations and appointments require graduate clinicians to leave early, however, please notify the instructor or supervisor and exit quietly and respectfully.

Taking Breaks During Class or Clinic: Instructors and supervisors provide breaks during course and clinic activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions. It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to enter or exit a

classroom during a guest speaker presentation except for an emergency.

Cell Phones and Texting: Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets: It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. As a courtesy, please do not use electronics when guest speakers are visiting. If the student would like to take notes on presentations, please take hand-written notes. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and your potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students don't display professional behaviors.

COURSE REQUIREMENTS

COLLEGE ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College of Education, Health and Human Services, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or they **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community on 12/19/97)

GRADING STANDARDS

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric. You will be expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or www.apastyle.org/index.html

REQUIRED TEXTS

American Psychological Association. *Publication Manual of the American Psychological Association, 6th edition*. Washington, DC: APA.

Research in Communication Sciences and Disorders, 2e

AUTHOR: Lauren K. Nelson, YEAR: 2013

PUBLISHER: Plural Publishing

YOU SHOULD BRING YOUR BOOKS TO CLASS

ASSIGNMENTS: Total of 240 points

All assignments are due on the dates indicated. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Your writing should follow APA format, as appropriate. The Writing Center is available for support (Kellogg Library 1103).

1) **Exam (100 points):** You will take a cumulative examination that covers material from the lectures, class activities and textbook. The textbook is required and you need to read it. It is an easy read and we will not have time to cover all of the pertinent content in class as we will spend much of time applying what is actually in the text.

2) **'Single subject design' Treatment Research Paper and Presentation (120 points total – 100 for the paper and 20 for the presentation):** You will be required to develop a treatment plan for a client in your summer placement that is based off of evidence and/or research in the field. The purpose of this assignment is to provide you with an opportunity to more fully explore the evidence associated with a specific treatment method in the field of communication disorders, design a treatment activity based on the literature, collect and critically analyze outcome data, and write up the results.

Your final paper should be 6-10 pages in length (not including the bibliography) and contain the following sections:

1) **Introduction and Previous Literature (25 points):** a very focused **literature review** that briefly describes the population, presenting communication deficit and previous research/outcomes on the treatment approach you will use.

2) **Treatment Design: a methods section (25 points)** that carefully outlines the treatment that you will implement, including subject, materials, design, procedures, cues (if implemented), data collection and means of outcome measurement.

3) **Treatment Outcomes: a results section (20 points)** that describes the outcomes of the implemented treatment plan. This results section should include a simple calculation of change in behavior from baseline to treatment termination, and/or should describe the qualitative changes noted from the treatment.

4) **Conclusions and Recommendation (20 points):** an **impressions and recommendation section** that describes the limitations of your findings, any potential benefits from the treatment and any implications for practice. You can discuss how you would change the treatment if you implemented it again.

5) **Bibliography (10 points):** you should include a reference page that is in APA format. You only include articles that you actually cite in your paper.

What I will be looking for in this paper:

Proposal is clearly stated and described; all sections are present

Smooth transitions between paragraphs/points; synthesis and summarization is evident

Treatment proposal is well-developed and supported by data-based research, theory or well-described protocols that are appropriately cited

Data is appropriately analyzed and presented

Logical conclusions are drawn based on data collection; consideration of limitations and future

steps

APA formatting: in-text citations and references in bibliography; appropriate use of quotations

Writing mechanics: spelling; subject-verb agreement; verb tense; word choice; grammar; punctuation

Your paper should be typed in 12 font and single-spaced, with a title, page numbers, and your name on every page. You need at least 5 references in the literature review. You are expected to try to find empirical evidence for this treatment paper; however, in the case that you are implementing a treatment based on theory or a clinical treatment that has not yet been empirically tested, you will need to cite reliable references for selecting this method. Do **NOT** include **ANY** identifying information of the client that would be a violation of HIPAA policies. Plagiarism will NOT be tolerated. **This paper will serve as the GWA and will be scored on the GWA. You must pass this assignment as part of the graduate program requirements. It should be included in your Portfolio.**

As part of the above assignment, you will present a poster on the last day of class. Your poster should include a summary of the pertinent elements to paint a coherent picture of the previous literature, the treatment program, the client and the outcomes and your conclusions. The poster presentation will be graded on all of the elements described above: Introduction and Literature Review (3 points); Treatment Design (5 points), Outcomes (3 points), Conclusions/Recommendations (4 points); Presentation itself (5 points)

3) Professionalism and Class Participation (20 points): You will be graded on your professional dispositions during this class. This will include attending each class, arriving on time, appropriate use of electronic devices, group work, being engaged in class and participating in discussions among other behaviors with demonstrate a level of professional conduct. Please review the Professional Etiquette section of the syllabus as well as the Professional Dispositions in our Handbook for a more complete explanation of professional expectations during class. Individual instances of conduct judged to be unprofessional will result in the loss of one point out of the 20. For example, if you are late to class 4 times, the maximum professionalism score you could obtain is 16/20.

EDUC 622 Summer 2013 - TENTATIVE SCHEDULE
YOU ABSOLUTELY SHOULD READ THE CHAPTERS BEFORE CLASS
BRING YOUR BOOKS TO CLASS

DATE	TOPIC	ASSIGNMENT
Week 1 Tuesday, June 4, 2013	Syllabus review; Intro to Research, the Scientific Method, EBP & PICO Assign Research Topic	Read: Chapter 1
Week 1 Thursday, June 6, 2013 Class will go from 9-1 this day	Formulating Research Questions and Finding Literature Visit the Library: KEL 2303 10-12	APA: Chapter 2 & 6 Read: Chapters 3 (pgs 39-52), Chapter 4
Week 2 Tuesday, June 11, 2013	Ethics, HIPAA, CITI training, Validity, Reliability, Critical Thinking	Read: Chapter 2, Chapter 3 (pgs 52-58) CITI Training
Week 2 Thursday, June 13, 2013	Writing Workshop	Bring your articles/references and a 1st draft of your question/literature review; Bring your APA manual;
Week 3 Tuesday, June 18, 2013	Subjects and Sampling	Read: Chapter 7
Week 3 Wednesday, June 19, 2013	Grand Rounds – we will go to Palomar Medical Center for a special grand rounds	11:00-1:00pm
Week 3 Thursday, June 20, 2013	Non-experimental Research Designs	Read: Chapter 5
Week 4 Tuesday, June 25, 2013	Experimental Research Designs and Levels of Evidence	Read: Chapter 6
Week 4 Thursday, June 27, 2013	Writing Workshop	Bring your articles and a 2nd draft of your paper that includes preliminary methods
Week 5 Tuesday, July 2, 2013	Descriptive Data Analysis	Read: Chapter 8
No class – Week 5 Thursday, 4th of July	Celebrate and be merry	
Week 6 Thursday, July 11, 2013	Inferential Data Analysis	Read: Chapter 9
Week 7 Thursday, July 18, 2013	Research Outcomes: Clinical guidance and report writing	Read: Chapter 10

Week 8 Thursday, July 25, 2013	Writing Workshop	Bring non-identifiable client data to class and a 3rd draft of your paper that includes preliminary data analysis
Week 9 Thursday, August 1, 2013	Final Examination	
Week 10 Thursday, August 8, 2013	Poster Presentation	