SYLLABUS
CSD 501
Introduction to Research Methods in Speech-Language-Hearing Sciences
Fall, 2006
MWF, 9:00-9:50 am
Currens 552

Instructor:  Bob Quesal, Ph.D.
Office:  Olson Hall 234
email:  r-quesal@wiu.edu
Phone:  298-1957 x412 (Office–voice mail available 24/7); 833-3895 (Home)
Office Hours:  To be posted/announced, or by appointment.

Catalog Description:  Current:  Explores clinician’s role as researcher and need for science to inform our clinical practice.  Students read and critically analyze existing research within the communication sciences and disorders.  Incorporating a review of both qualitative and quantitative methodologies, this course enables students to ask scientific questions and plan corresponding research studies.  Review of common research design and data analysis techniques.  Students are required to write a formal research proposal.  Prerequisite:  Graduate status.

Proposed:  Explores clinician's role as researcher and need for science to inform our clinical practice.  Students read and critically analyze existing research within communication sciences and disorders, and review common research designs and data analysis techniques.  Students are required to complete a formal project.  Prerequisite:  Graduate status.

Purpose of Class:
1)  To introduce research as a collaborative process of asking and answering questions, and of sharing the information gained from answering those questions.
2)  To present basic concepts related to research and statistics.
3)  To relate research to clinical practice, both from a historical perspective and a contemporary (“evidence-based practice”) perspective.
4)  To provide a forum for the critical analysis of research – that of others, and our own.

Relationship of class content to ASHA CCC-SLP Standards:
Standard III-E:  The applicant must demonstrate knowledge of standards of ethical conduct.

Standard III-F:  The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Standard IV-B:  The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Text:

Online resources:
Available at <https://westernonline.wiu.edu/webct/>
**Course requirements and other information:**

**Personal Philosophy of Graduate Education:** As you embark upon your graduate studies, I would like you to take some time and give some serious thought to the task you are undertaking. I do this for a number of reasons. First, many students have never really thought about what “education” means or what it means to be an “educated person.” Second, many students enter a Master’s program assuming that it will simply be a continuation of their undergraduate education (which, of course, was just a continuation of high school). Third, this provides the first opportunity for you to work to organize your thoughts on paper and to take some time to ponder something in a manner that is different from how you may have thought about it before.

Include thoughts/information on the following:
- A little bit about yourself — your home, your family, your educational and other experiences — to provide some context
- Why you decided to pursue a Master’s degree in Communication Sciences and Disorders
- How you think graduate education will be different from undergraduate education
- The role of science and research in your graduate education
- The relative contributions that you, the CSD faculty, the CSD program, and Western Illinois University will make to your graduate education
- What sacrifices you expect to have to make (or perhaps have already made) in order to earn a Master’s degree
- The ways in which you expect to change between August of 2006 and May of 2008
- The ultimate value of your Master’s degree, expressed in terms of cost/benefit. In other words, what will you be putting into your education over the next two years, and what will you come away with?
- Any other thoughts you have

Write a 5-page (approximate length) paper detailing your philosophy and submit the paper to me, *electronically in MS Word format*, no later than **Friday, September 1**. Papers should be double-spaced and reflect careful thought and careful work on your part (e.g., be free of grammatical and typographical errors). This assignment is worth 100 points.

**Evidence-based practice journal:** By the end of the semester, each student will be responsible for the *oral and written* presentation of an “evidence-based practice journal.” This journal is a departure from the “research project” that has traditionally been required in this class and therefore will be somewhat experimental in nature. The majority of your grade in this class will be based on this journal. The following is a schedule of steps in the development of the EBP journal, and the date that each is due. Details regarding the journal will be provided in class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Summary of clinic assignment (20 points)</td>
<td>9/8</td>
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<tr>
<td>2. Report of preliminary search for evidence to support treatment (25 points)</td>
<td>9/22</td>
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<tr>
<td>3. Clinical research plan (50 points)</td>
<td>9/29</td>
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<tr>
<td>4. Annotated bibliography (50 points)</td>
<td>10/9</td>
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<tr>
<td>5. Initial report of clinical data (50 points)</td>
<td>10/20</td>
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<td>6. Revised clinical research plan (30 points)</td>
<td>11/3</td>
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<td>7. Complete journal</td>
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<td>a. Oral presentation (50 points)</td>
<td>11/27-12/8</td>
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<tr>
<td>b. Written presentation (100 points)</td>
<td>12/8</td>
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**Journal Presentations:** Most Friday classes will be devoted to “information sharing.” During that time, class members will present journal articles that they have selected, and will lead the class in a discussion of those articles.

**Exams:** There will be a comprehensive exam on basic research and statistical concepts. Beyond that, there will be no exams in this class. The exam is tentatively scheduled for the week of November 13.

**Policy on Attendance:** It is expected that students will attend and take part in all classes. If you don't attend, you can't participate. Since class participation is an important part of this class, absences will be noted. A percentage of total points possible will be deducted from your final grade for each class absence.
Plagiarism and Academic Dishonesty: Plagiarism is intentionally or knowingly presenting the work of another as one’s own. Plagiarism occurs whenever:

a. one quotes another person's actual words or replicates all or part of another’s product without acknowledgment. This includes all information gleaned from any source, including the Internet.

b. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words without acknowledgment.

c. one uses facts, statistics, or other illustrative materials without acknowledgment.

d. one fails to acknowledge with a citation any close and/or extended paraphrasing of another.

e. one fails to use quotation marks when quoting directly from another, whether it is a few words, a sentence, or a paragraph.

Typical examples: Submitting, as one’s own, the work of another writer or commercial writing service; knowingly buying or otherwise acquiring and submitting, as one’s own work, any research paper or other writing assignment; submitting, as one’s own, work in which portions were produced by someone acting as tutor or editor; collaborating with others on papers or projects without authorization of the instructor.

In addition to oral or written work, plagiarism may also involve using, without permission and/or acknowledgment, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, and other types of information that belong to another.

See <http://www.wiu.edu/VPAS/handbook/policies/acintegrity.shtml> for other examples of academic dishonesty.

Other Student Rights and Responsibilities: See <http://www.wiu.edu/provost/student/>

Western Illinois University School of Graduate Studies Student Academic Integrity Policy: <http://www.wiu.edu/grad/manuals/acdispol.shtml>

It is expected that students will behave in accordance with established university policies in this class (and throughout their graduate education at Western Illinois University).

Grading: Grades will be based on the requirements listed above. Final grades will be broken down according to the following tentative proportions:

Personal philosophy of graduate education ................................................. 100 points

Evidence based practice journal:

  Summary of clinic assignment ......................................................... 20 points
  Report of preliminary search for evidence to support treatment..... 25 points
  Clinical research plan ....................................................................... 50 points
  Annotated bibliography ....................................................................... 50 points
  Initial report of clinical data ............................................................... 50 points
  Revised clinical research plan ............................................................. 30 points
  Oral presentation of journal ............................................................... 50 points
  Written presentation of journal .......................................................... 100 points

  Journal article presentation ............................................................... 50 points

  Exam on basic concepts ................................................................. 150 points

  Total ................................................................................................. 675 points

Letter grades will be based on 90%, 80%, 70%, etc. of the total points.
### Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td><strong>I. Introduction and General Orientation</strong></td>
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<tr>
<td>II. The Role of Research in Speech-Language Pathology and Audiology</td>
<td>Ch. 1</td>
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<td>III. “Research”; “Science”; The Scientific Method</td>
<td>Ch. 2, 3</td>
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<td>IV. Evidence and levels of evidence</td>
<td>Ch. 15 (especially pp. 523-527)</td>
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<td>V. Types of Research</td>
<td>Ch. 4, 5</td>
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<td>VI. Statistics</td>
<td>Ch. 6</td>
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<tr>
<td>A. Basic Concepts, Sampling, Descriptive Statistics</td>
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<td>B. Difference analysis</td>
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<td>C. Relationship analysis</td>
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<tr>
<td>VII. Validity and Reliability</td>
<td>pp. 204-208, Ch. 7</td>
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<tr>
<td>VIII. Research Designs</td>
<td>Ch. 8-12</td>
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<td>IX. Therapy and Research</td>
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<td>X. Ethics and Research</td>
<td>Ch. 16</td>
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<td>XI. Summary and Synthesis</td>
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*Other readings may be assigned, as necessary.*