

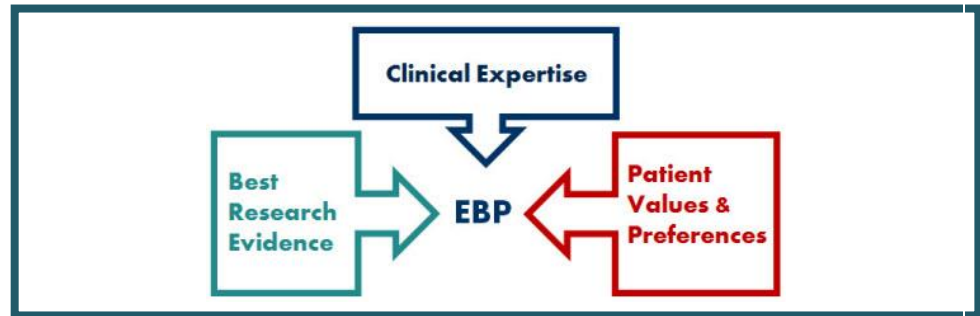
CSD 710: Research Methods and Critical Thinking in Communication Sciences and Disorders

Summer 2018, July 16-July 26

Monday-Thursday, 8:00-9:40 am, CPS 024

Instructor

Professor: Pamela Terrell
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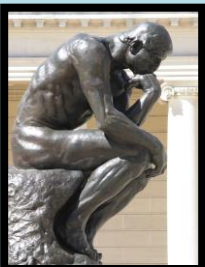
Course Description

- ✓ Mr. Jones saw a news segment about an innovative treatment that promises to cure his stuttering and he wants you to begin incorporating it into his speech therapy sessions.
- ✓ Your school district has invested in a new tablet-based protocol to treat pragmatic language problems with teenagers. Your special education director wants you to implement this “state-of-the-art” treatment even though you have questions about teens learning social skills without actual human interaction.
- ✓ You just completed an evaluation of a nonverbal preschooler with a G-tube who has a rare syndrome. You excitedly begin to research the syndrome before you plan intervention, but you cannot find any research about prognosis or types of intervention with regard to speech, language, cognition, and swallowing.

As a practicing speech-language pathologist, you will confront scenarios like those described above on a frequent basis. As a licensed and nationally credentialed speech-language pathologist, you will be required to engage in evidence-based practice. ASHA defines evidence-based practice as “*an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions*” (American Speech-Language-Hearing Association, 2005).

In this course you will learn about different types of research and how research studies are designed. You will develop skills to critically read research articles and determine the level and strength of the research. Through application activities (current events and discipline-specific), team-based learning, and group discussion, you will develop a systematic approach to critical thinking that will benefit you not only as a speech-language pathologist, but also a responsible citizen.

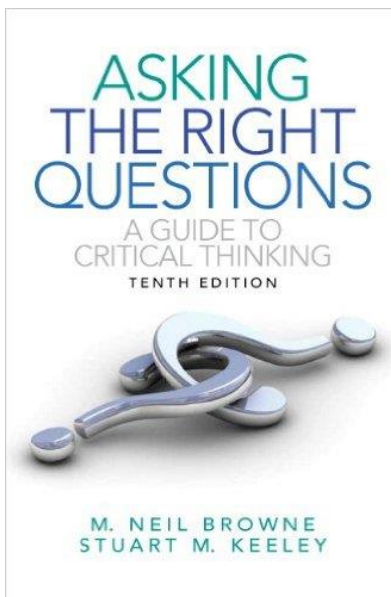
American-Speech-Language-Hearing Association (2005). *Evidence-based practice in communication disorders* [Position Statement]. Available from www.asha.org/policy.



Education is not the learning of facts, but the training of the mind to think.

Albert Einstein

COURSE OUTLINE	(May be adjusted as needed)	Readings
July 16 Module 1: Research Design	Syllabus review Warm-Up/Practice RAT How to read journal articles PICO	Browne & Keeley (B & K)—Ch. 1 D2L
July 17 Module 1	PICO Assignment (in class) Types of research	B & K—Ch. 2, 3 D2L
July 18 Module 1	Research design RAT 1	B & K—Ch.4 D2L
July 19 Module 2: Facts & Fallacies	Assumptions and fallacies	B & K—Ch. 5, 6 D2L
July 23 Module 2	Evaluating evidence RAT 2	B & K—Ch. 7, 8 D2L
July 24 Module 3: Putting it Together	Rival causes and examining statistics	B & K—Ch. 9, 10 D2L
July 25 Module 3	Coming to reasonable conclusions	B & K—Ch. 11, 12 D2L
July 26 Module 3	What if there is no evidence? RAT 3 Critical Thinking Scenario (in class)	D2L
FINAL	Individual Appeal Letter due on Monday, July 30 at 10:00 am	



Text

Browne, M. N., & Keeley, S. M. (2011). *Asking the right questions: A guide to critical thinking*. New York: Pearson Education, Inc. (Note: 10th edition, not the most recent 11th ed.)

Grading Scale

A: 95-100% A-: 92-94% B+ 88-91% B 84-87% B- 80-83% C+ 77-79%
C: 74-76% C-: 70-73% D+ 67-69% D 64-66% D- 60-63% <60% = F

If a percentage has a decimal ≥ 0.5 , then I will round up IF you have attended class, participated in discussion, and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.

Course Objectives

1. Students will identify, compare, and contrast different levels of evidence (e.g., Level 1-clinical, randomized trials) and different types of research (e.g., qualitative, applied).
2. Students will implement a clinical questioning process using the PICO (population, intervention, comparison, outcome) method.
3. Students will apply a structured critical thinking approach to solve various clinical issues after considering a variety of perspectives and interventions. This will include how to proceed with a client when there is no/limited research on a particular disorder, syndrome, etc.
4. Students will consider the evidence-based triad of research, clinician values/perspective/experience, and client and family values/perspective/experience to support intervention decisions.
5. Students will demonstrate skill in reading and comprehending a variety of journal articles and types of research to assist them in making evidence-based clinical decisions.
6. Students will learn to access and research evidence-based resources using the library, databases, speechBITE, and preset literature notifications of new information.

EXPECTATIONS

Students are expected to:

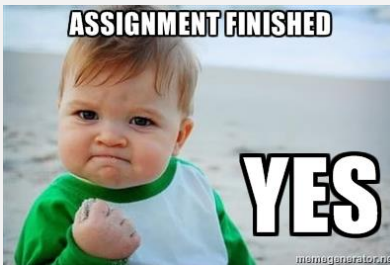
- Complete assigned readings before class.
- Come to class promptly and prepared to actively participate in discussion and in-class assignments.
- Answer questions asked by the instructor.
- Ask the instructor for clarification when needed.
- Display appropriate respect and courtesy to other students, guest lecturers, and instructor. (This includes sleeping in class, texting, packing up early, etc.)

The instructor is expected to:

- Be thoroughly prepared for class with handouts, questions, knowledge of assigned readings
- Have a solid rationale for why she is teaching the material
- Begin and end class on time
- Announce any changes to the syllabus during the semester, including date changes, in advance
- Answer any student questions. If I don't know the answer, I will find it out.
- Meet with students outside of class to discuss concerns or questions about the course requirements or the student's performance
- Treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments efficiently.

Assignments

1. PICO Assignment (15%)—You will use the PICO Method (P=primary problem and/or population; I=intervention; C=comparison, O=outcome) to compare and contrast two different therapy interventions, for a particular client with a specific age and diagnosis, using current research.
2. RATs—Readiness Assessment Tests (10%)—These will be short multiple-choice quizzes based on class discussion and readings to assess your readiness to learn and your understanding of big concepts and ideas. They will be completed with your team.
3. Appeal Letter (25%)—You will write a letter of appeal using a critical thinking approach by identifying and responding to an argument through a well-written and research-based argument of your own.
4. Critical Thinking Scenario (50%)—You will be given a multi-faceted simulation of a real-life professional experience. Using only the materials provided, your team will need to analyze the information with a critical eye and evaluate the situation to come up with a final product based on critical thinking and application of the research given to you.



Policy for Late Assignments	Disability Statement	Academic Misconduct
<p>All assignments are due at the beginning of class. Unexcused late assignments turned by 5 p.m. on the due date will receive a penalty of minus 5 percentage points. Unexcused assignments turned in the following day (and only due to extenuating circumstances) will receive a penalty of minus 10 percentage points. Assignments will not be accepted after the second day and the student will receive a grade of zero.</p> <p>I realize that life goes on while you are in school. You get sick, car accidents occur, etc. Excused late assignments will be allowed (without penalty) for illness, emergency, funerals, etc. In order for a late assignment to be excused, you must discuss this with me BEFORE it is due.</p> <p>Between email and my office phone, which are listed at the top of this syllabus, as well as my cell phone (715-572-2548) there is no reason that you should not be able to contact me. You may be asked to provide documentation of excused reasons.</p> <p>I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates that you</p>	<p>If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me within the first week of class. Refer to http://www.uwsp.edu/special/disability/studentinfo.htm for further assistance.</p> <p style="text-align: center;"><u>EMERGENCIES</u></p> <p>In the event of a medical emergency, call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victim.</p> <p>In the event of a tornado warning, proceed to CPS CSD Clinic hallways. Avoid wide-span rooms and buildings.</p> <p>In the event of a fire alarm, evacuate the building in a calm manner. Meet in front of HEC building. Notify instructor or emergency command personnel of any missing individuals.</p> <p>Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.</p> <p>www.uwsp.edu/rmgt</p>	<p>Please refer to http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf for university policy regarding academic honesty and integrity.</p>

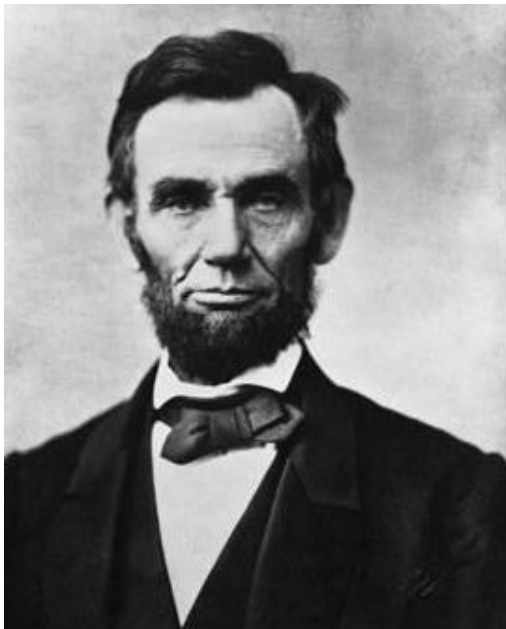
ASHA Competencies Met:

ASHA IV-F: The applicant must have demonstrated knowledge of the processes used in research and of the integration of research principles into evidence-based clinical practice.

Requesting A Revision, Extra Credit, or Make-up Work to Improve a Grade on a Graded Assignment

If you earned a grade below 84% on any exam or assignment, and if you would like to improve your understanding of the concepts and perhaps improve your grade, you may propose a make-up assignment. Here are the procedures/guidelines:

- You must initiate this process, and you must propose/design the make-up assignment.
- If you complete the make-up assignment satisfactorily, your grade on the original assignment will be changed to a maximum of 84%.
- As soon as you decide you would like to propose a make-up assignment, I recommend that you inform me, either in person or over email or telephone.
- You must design your own make-up assignment, but it is subject to approval and/or modification by me. You must send me (via email) the tentative make-up assignment that you designed (referred to as your make-up assignment proposal), and you must send me this proposal within one week of the day I return or upload your graded assignment. If I do not receive your proposal within one week, then you may not complete a make-up assignment.
- When you submit your proposal for a make-up assignment, you must include a brief explanation of how/why your proposed assignment will allow you to learn the material better.
- I will review your proposal and notify you (typically within 2-3 business days of when I receive your proposal) if I will accept it, and/or if I will make any modifications, and/or if I will require you to make any modifications.
- I will inform you via email once your make-up assignment proposal is accepted and finalized.
- Once your make-up assignment proposal is accepted and finalized, you will have one week to complete the make-up assignment.
- The goal for a make-up assignment is to ensure that you learn the material thoroughly and meet the ASHA competency; therefore, your proposed make-up assignment should demonstrate that you understand the mistakes you made originally, and that you now thoroughly understand the material.



“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”

—Abraham Lincoln