
Course info: Tu/Th 12:30-1:45 JB 104 <https://canvas.okstate.edu/courses/38605>

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Office hours: 007 Murray Hall Tuesdays 3:30 & by appointment

Course Objective: Build habits supporting Evidence-Based Practice:

- Find reviews and primary research to answer clinical questions
- Evaluate research for its strength and utility in clinical applications
 - Become familiar with common research methods, study designs, and statistical methods
 - Become comfortable reading primary research
 - Maintain awareness of ethical considerations in conducting and reporting research
- Identify gaps in the literature and ways to fill them
- Discuss research with colleagues and patients
- Integrate clinical experience, patient preferences, and intercultural issues with external research

Workload

- Before each class: read ~25 pages, bring notes and questions to discuss
- In class: discuss readings, practice skills in small groups
- Weekly: work on assignments

Required Materials

- **Meline, T.** (2010). A research primer for communication sciences and disorders. Pearson. ISBN: 9780137015979
- **Dollaghan, C.** (2007). The Handbook for Evidence-Based Practice in Communication Disorders. Brookes Publishing. ISBN: 9781557668707
- Other readings to be posted on the course webpage. **Canvas** will be used for course materials, quizzes, assignments, grades, and discussion.

Misc. Policies

- **Participation** in class discussion and pair/group work are important in this course. Missing more than a couple classes, sleeping, or engaging in non-class-related activities can hurt your grade.
- Discuss planned **absences** with me ahead of time to make any necessary arrangements. There is no need to inform me of an unplanned absence (e.g. if you wake up sick) unless you need to make arrangements regarding assignments. It is your responsibility to find out what you miss when absent. **All class materials are posted to Canvas**, often before class – check there and ask classmates. (Do not email me to ask what you missed!)
- You can always turn in any work to Canvas. If you do assignment on paper, you can **upload a scan/photo** if you can't bring it to class.
- You may turn in work to Canvas within a short time after class without penalty – with permission (e.g. if you forgot an assignment at home or want to revise work following in-class feedback). Points may be docked from unexcused **late work**.
- Final **grade scheme** (no rounding up): A = 90%, B = 80%, C = 70%

	% of final grade
Group Foregrounding Question (FQ)	15%
Practice forming and researching clinical questions with a small group.	
FQ draft (PICO question)	1%
FQ + Lit Search Chart	7%
<ul style="list-style-type: none"> • Revise your FQ following draft feedback • Conduct a literature search to address your FQ. Keep track of every search, and note the usefulness of sources you find (fill out LitSearch_chart.xlsx). 	
FQ Conclusion	7%
<ul style="list-style-type: none"> • Write the best answer to your FQ that you can, given the available literature. Summarize your findings like an abstract for a systematic review or clinical practice guideline. Target length: 300-500 words. (See past examples on Canvas). • Use in-line citations and “regular” bibliography with only the sources you cite in your text, organized alphabetically. 	
Group Client-related Research Question (CRQ)	55%
Research related to your current clients in the clinic. Work with 1-2 others with similar clients.	
CRQ draft + interest explanation	1%
CRQ + Lit Search Chart	12%
CRQ Conclusion	7%
Study proposal	15%
<ul style="list-style-type: none"> • Design a study that would answer your CRQ better than current literature or that would improve on existing study(s) from your search. Include: <ul style="list-style-type: none"> ○ Introduction: <ul style="list-style-type: none"> ▪ FQ/CRQ & its importance (why we should care) ▪ Background & gap in literature: Current knowledge and what’s missing ▪ Study design type and justification for it over other designs ▪ Hypotheses/predictions ○ Methods: include all parts relevant to the design, e.g.: <ul style="list-style-type: none"> ▪ Participants (treatment/control groups, their characteristics...) ▪ Measures (tests, measurements...) ▪ Procedures (who collects, when, where, in what order...) ▪ Data analysis plan (processing, stats...) ○ Discussion: <ul style="list-style-type: none"> ▪ how you would interpret possible outcomes ▪ limitations of the design ▪ impact/importance of results & applicability to clinical practice ○ Bibliography & in-line citations (complete; APA formatting) 	

Abstract **2%**

- Write a structured abstract for your study proposal. Details TBA.

Poster **10%**

- Present your study proposal in a poster. Include all your main points and charts, lists, tables, or images that would help your audience grasp your plan while you describe it.

Presentation **8%**

- We'll have a poster symposium at the end of the semester. Half your group will present your poster during the first half of the symposium, while the other half visits other posters, then switch roles.
- While you visit other posters, fill out feedback forms for 2 other posters.

Individual Work **30%**

Individual assignments related to your CRQ or other course material.

Patient history checklists **2%**

- Read two clients' patient history files (can do more clients for extra credit)

Client-related research **2%**

- Find disorder/Tx info on two current clients (can do more clients for extra credit)

Studies labeled by design type (work in CRQ group) **2%**

- Identify the study design types of 2 articles from your CRQ search

Critical Appraisals of 3 course readings **6%**

- Fill out 1 CATE, 1 CADE, 1 CASM for assigned articles

Critical Appraisals of 3 sources from your CRQ search **6%**

- Fill out 3 total CAs (CATE, CADE, CASM, CASC, and/or CABR) for articles from CRQ search

CAPP for your CRQ client **2%**

Supervisor-conclusion report **5%**

- Discuss your CRQ conclusion with your clinic supervisor.
- Turn in a short report/reflection on what happened in your supervisor meeting.

Class participation & misc. small assignments **5%**

- Active in lecture, group discussion, pair work, etc.

Wk	#	Day	Date	Class Topic	Prep for class
1	1	T	Aug 20	Intro & Evidence-based practice	
	2	Th	Aug 22	Research questions, planning	<ul style="list-style-type: none"> • Read: Dollaghan ch 1 & 2 • Read: www.asha.org/Research/EBP/ • Sign up for an FQ group on Canvas by Fri
2	3	T	Aug 27	Literature search	<ul style="list-style-type: none"> • Read: Dollaghan ch 3 • Read: Nelson ch 4 • Bring: FQ draft (post by end of class)
	4	Th	Aug 29	Reading syntheses	<ul style="list-style-type: none"> • Read: Meline ch 11 p. 240-247, 261-264 • Read Nelson p. 7-9 "Getting Started"
3	5	T	Sep 3	Reading research articles	<ul style="list-style-type: none"> • Due: Patient history checklists
	6	Th	Sep 5	Ethics, human subjects	<ul style="list-style-type: none"> • Due: Lit Search Chart w/ revised FQ • Read: Meline ch 2 (except animal section) • Read: Nelson p. 28-30
4	7	T	Sep 10	Ethics	<ul style="list-style-type: none"> • Read: asha.org/Code-of-Ethics/ • Read: asha.org/Research/EBP/Making-the-Decision/
	8	Th	Sep 12	Validity	<ul style="list-style-type: none"> • Read: Dollaghan ch 4
5	9	T	Sep 17	Measurement, Descriptive stats	<ul style="list-style-type: none"> • Due: FQ Conclusion • Read: Meline ch 4 • Read: Nelson ch 8 p. 182-186 • Bring: Clinical RQ ideas
	10	Th	Sep 19	Group designs	<ul style="list-style-type: none"> • Sign up for a CRQ group on Canvas • Bring: CRQ ideas • Read: Meline ch 5
6	11	T	Sep 24	Group designs, con't	<ul style="list-style-type: none"> • Due: CRQ draft w/ interest reasons
	12	Th	Sep 26	Qualitative designs	<ul style="list-style-type: none"> • Read: Meline ch 6
7	13	T	Oct 1	Single-subject designs	<ul style="list-style-type: none"> • Due: Client-related research • Read: Meline ch 7
	14	Th	Oct 3	Non-experimental designs	<ul style="list-style-type: none"> • Read: Meline ch 8
8	15	T	Oct 8	Hypothesis testing	<ul style="list-style-type: none"> • Due: CRQ + Lit Search Chart • Read: Meline ch 9
	16	Th	Oct 10	Quantitative analysis, Inferential stats	<ul style="list-style-type: none"> • Due: 2 studies labeled by design type • Read: Meline ch 10 p. 207-226
9	17	T	Oct 15	Importance, effect size	<ul style="list-style-type: none"> • Due: CRQ Lit Search revisions • Read: Meline ch 10 p. 226-236 • Read: Dollaghan ch 5
	18	Th	Oct 17	Evaluating research for practice	<ul style="list-style-type: none"> • Read: Meline ch 12
10	19	T	Oct 22	Evaluating treatment research	<ul style="list-style-type: none"> • Due: CRQ conclusion • Read: Dollaghan ch 6
	20	Th	Oct 24	CATE for assigned article	<ul style="list-style-type: none"> • Read: Gross, Linden, & Ostermann (2010) • Due & Bring: CATE for Gross et al. article
11	21	T	Oct 29	Evaluating diagnostic research	<ul style="list-style-type: none"> • Read: Dollaghan ch 7
	22	Th	Oct 31	CADE for assigned article	<ul style="list-style-type: none"> • Read: Smith (2015) • Due & Bring: CADE for Smith article
12	23	T	Nov 5	Systematic reviews and meta-analyses (Writing & Evaluating)	<ul style="list-style-type: none"> • Read: Dollaghan ch 8 • Read: Meline ch 11 p. 247-261

Wk	#	Day	Date	Class Topic	Prep for class
	24	Th	Nov 7	CASM for assigned article	<ul style="list-style-type: none"> • Read: Kaipa & Danser (2016) • Due & Bring: CASM for Kaipa & Danser article
13	25	T	Nov 12	Evaluating clinical evidence & Patient preferences	<ul style="list-style-type: none"> • Read: Dollaghan ch 9 • Read: Dollaghan ch 10
	26	Th	Nov 14	Communication and counseling	<ul style="list-style-type: none"> • Read: Kendall • Due & Bring: CAPP for your CRQ client
14	27	T	Nov 19	Publishing & Presenting results (Dissemination)	<ul style="list-style-type: none"> • Due: CAs for 3 references from your search(es) • Due: Supervisor-conclusion report
	28	Th	Nov 21	Guest speakers/TBD	<ul style="list-style-type: none"> • Due: Study proposal
15	29	T	Nov 26	Poster design	
		Th	Nov 28	no class	Thanksgiving
16	30	T	Dec 3	Abstracts	<ul style="list-style-type: none"> • Due: Poster PDF
	31	Th	Dec 5	Poster spiels	<ul style="list-style-type: none"> • Due: Abstracts
17	32	M	Dec 9	Poster Symposium: 9:00--11:00 am Murray Parlor	<ul style="list-style-type: none"> • Due: any requested project revisions • (Practice your spiels)