

ORIGINATOR'S SECTION:		
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016	
2. Current Course abbreviation and Number: SLP 622		

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input checked="" type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title:	Course abbreviation and Number: SLP 622a, SLP 622b, SLP 622c Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
4. Abbreviated Title for Banner (no more than 25 characters):	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)
5. Number of Units:	Number of Units:
6. Catalog Description:	Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2	Lecture	1, 1, 1	C2
Activity			Activity		
Lab			Lab		

8. Grading Method:*

<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
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9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?_

Yes No
 Faculty Credential Analyst Dean
 Program/Department/Director/Chair

Course Requires Consent for Enrollment?_

Yes No
 Faculty Credential Analyst Dean
 Program/Department/Director/Chair

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:

Master of Science in Speech-Language Pathology required course

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

18. Reason(s) for changing this course:

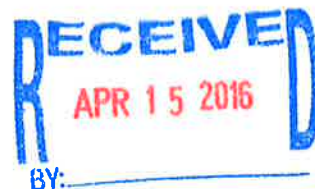
The MS in SLP has engaged in annual self-study for program improvement which has resulted in changes to the curriculum to include more hands-on live and simulated lab experiences to bridge the gap between theory and practice. We have had a singular stand-alone research methods course in our program since its inception. We found that it is content-overload for the students and does not promote learning well to have it as massed vs. distributed coverage. We are proposing an 'a, b, and c' division of the course so that we may offer the content in separate semesters to spread it across the course of the program.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Suzanne Moineau 2/29/16
 1. Original of (Please Print) _____ Date _____
 2. Program Director/Chair _____ Date 4/15/16
 3. College Curriculum Committee _____ Date 4/15/16
 4. College Dean (or Designee) _____ Date _____

5. UCC Committee Chair _____ Date _____
 6. Vice President for Academic Affairs (or Designee) _____ Date _____
 7. President (or Designee) _____ Date _____





California State University SAN MARCOS

SLP 622:
Research and Evidence-Based Practice in Speech-Language Pathology (3 units)
Department of Speech-Language Pathology
Spring 2016
Wednesdays: 1:00 p.m. – 3:45 p.m.
Location: QUAD 101

Professors: Alison R. Scheer-Cohen, Ph.D., CCC-SLP; Laura S. Coca, M.A., CCC-SLP
Office: UH 317
Phone: (760) 750-7379
E-Mail: ascheer@csusm.edu; lcoca@csusm.edu
Office Hours: By appointment

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech-Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

Program Student Learning Outcomes:

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

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTION

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. Introduces 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 of 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:

1. Describe ASHA's framework and principles for incorporating evidence-based practice into speech-language pathology practice. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
2. Conduct effective electronic database searches for external scientific evidence. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
3. Define and determine the levels of evidence, and appraise the validity and importance of evidence. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
4. Explain the bases of the scientific method, including empirical and/or measurable evidence, and principles of reasoning. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
5. Describe the difference between quantitative and qualitative research, and explain the various methods used in research design. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
6. Develop a research proposal that includes: literature review of a clinical problem; statement of research question/purpose; design of a treatment study based on the highest level of evidence; mention of data analysis methods that could be used; and discussion of possible outcomes and limitations, in addition to the importance of the outcomes for clinical practice. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
7. Present and defend your clinical decision-making based on best available evidence. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
8. Utilize correct APA style writing and citations. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**

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 presentation 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."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner (24 hours with the exception of weekends). 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, 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.

Requirements for Professionalism

Course Attendance:

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course 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 arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

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. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. 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 the 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 do not display professional behaviors.

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, Health and Human Services 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.

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

Required Texts

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Nelson, L.K. (2013). *Research in Communication Sciences and Disorders* (2nd ed.). San Diego, CA: Plural Publishing.

Supplemental Readings

Supplemental readings will be posted to Cougar Courses as an accessible .pdf.

Assignments

1. Quizzes (75 points): Students will take five in-class quizzes to ensure that content related to research and evidence-based practice in speech-language pathology is learned. Quizzes will cover material from the lectures, class activities, and textbook. The instructor will provide more specific information related to quiz questions during class.
(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)
2. Learning Activities (1 point each; total of 10 points): Throughout the semester students will complete learning activities (in small groups) that guide review and critical evaluation of bibliographic databases and research articles. Students will submit one learning activity per group. Each learning activity will receive a score of 0 or 1 (see *Learning Activity Rubric*). If a group receives a score of 0 for the initial submission, the group will have one opportunity to revise and resubmit the learning activity within one week. The resubmission will be evaluated using the *Learning Activity Rubric*; a score of .5 is the maximum score a group can receive for the resubmission. Learning activities will include:
 - a. Electronic Literature Search: Print out a search with 25 – 50 articles. Include abstracts for a minimum of five articles. Document your search strategy.
 - b. Sample Reference List: Reference list with at least 15 articles from a variety of sources (e.g., books; book chapters; journal articles; conference presentations; electronic sources)
 - c. Article Summary in Question/Answer Format and Narrative Format: **Single-Subject Experimental Design**
 - d. Article Summary in Question/Answer Format and Narrative Format: **Group Non-Experimental Design**

- e. Article Summary in Question/Answer Format and Narrative Format: **Randomized Control Group Design**
- f. Article Summary in Question/Answer Format and Narrative Format: **Qualitative Research**
- g. Article Summary in Question/Answer Format and Narrative Format: **Quantitative Research**

(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)

3. **Research Proposal** (50 points): Students will develop a research proposal for a topic of interest. The purpose of this assignment is to provide an opportunity to explore the evidence associated with a specific treatment method in the field of speech-language pathology, and design a treatment study based on the literature. The proposal will include relevant background information (e.g., literature review; rationale), in addition to a description of the research process (e.g., subject population; qualitative and/or quantitative analysis). The proposal should be a maximum of five pages (including the reference page) and contain the following elements: research question; literature review; design; analysis; inferences and/or conclusions; limitations and implications; and a reference list. See the *Research Proposal Rubric* for grading criteria. (Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)
4. **Poster Presentation** (10 points): In small groups, students will present a poster on the last day of class. Posters should include a summary of the pertinent elements in the research proposal. The poster will be evaluated on the following elements: topic selection; problem/research question; literature review; design; analysis; inferences/conclusions; limitations and implications; organization; quality of writing; and citations of relevant research. See the *Poster Presentation Rubric* for grading criteria. (Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)
5. **IRB Training**: All students are required to complete the CITI Training as part of this course. CITI Training certificates should be uploaded to Cougar Courses by March 16, 2016

Assignments

Total of 142 points:

*Quizzes	75 points
*Learning Activities	7 points
*Research Proposal	50 points
*Poster Presentation	10 points

*All assignments marked with an asterisk are signature assignments that reflect acquisition of knowledge and skills related to accreditation standards.

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders 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 or a project specific rubric. Students are 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 complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, 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 of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

TENTATIVE SCHEDULE

This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.

<u>WEEK/DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT(S)</u>
Week 1: January 27	Syllabus Review Introduction: Research, Scientific Method, Evidence-Based Practice & PICO Clinical Question	Chapters 1 & 3 (pp. 39 – 52); <i>Making Research Part of your Clinical Practice</i>
Week 2: February 3	Asking your Clinical Question Finding Literature	Chapter 4 Gillam & Gillam (2006)
Week 3: February 10	Jeffrey Harlig (Writing Center)	Supplemental resources may be posted to Cougar Courses by the guest speaker(s)
Week 4: February 17	Tricia Lantzy: Library <u>Meet in Kellogg 3400 at 1:00 p.m.</u>	Supplemental resources may be posted to Cougar Courses by the guest speaker(s)
Week 5: February 24	Learning Activity Work Day	<u>Learning Activities:</u> a. Electronic Literature Search b. Sample Reference List (due March 2)
Week 6: March 2	Ethics, Validity, and Reliability IRB Training Quiz #1	Chapters 2 & 3 (pp. 52 – 58)
Week 7: March 9	Subjects and Sampling	Chapter 7 <u>Learning Activity:</u> c. Single-Subject Experimental Design (due March 16)
Week 8: March 16	Research Proposal Work Day	<u>Bring to Class:</u> 1. Three empirical articles/references 2. Gillam & Gillam (2006) 3. APA manual (if necessary) 4. Proposal Draft(s)/Notes <i>Upload CITI Training to Cougar Courses</i>
March 21 – March 26	NO CLASS: SPRING BREAK	
Week 9: March 30	Non-Experimental Research Designs Quiz #2	Chapter 5 <u>Learning Activity:</u> d. Group Non-Experimental Design (due April 6)
Week 10: April 6	Research Proposal Work Day	<u>Bring to Class:</u> 1. Three empirical articles/references 2. Gillam & Gillam (2006)

		3. APA manual (if necessary) 4. Proposal Draft(s)/Notes
Week 11: April 13	Experimental Research Designs Quiz #3	Chapter 6 <u>Learning Activity:</u> e. Randomized Control Group Design (due April 20)
Week 12: April 20	Descriptive Data Analysis Quiz #4	Chapter 8 Restrepo, Morgan, & Thompson (2013) Beeson & Robey (2006) Bothe & Richardson (2011) Van der Merwe (2007) <u>Learning Activity:</u> f. Qualitative Research (due April 27)
Week 13: April 27	Research Proposal Work Day	<u>Bring to Class:</u> 1. Three empirical articles/references 2. Gillam & Gillam (2006) 3. APA manual (if necessary) 4. Proposal Draft(s)/Notes
Week 14: May 4	Inferential Data Analysis Research Outcomes: Clinical Guidance, Research Reports	Chapter 9 Chapter 10 <u>Learning Activity:</u> g. Quantitative Research (due May 10)
Week 15: May 11	Poster Presentation Work Day Quiz #5	<i>Research Proposal Due</i> (upload to Cougar Courses and bring hardcopy to class)
Week 16: May 18	<i>Poster Presentations</i>	.



California State University SAN MARCOS

SLP 622a

Research and Evidence-Based Practice in Speech-Language Pathology (1 unit each)

Department of Speech-Language Pathology

Spring

Wednesday 9-9:50

Location: QUAD 101

Professors: Alison R. Scheer-Cohen, Ph.D., CCC-SLP; Laura S. Coca, M.A., CCC-SLP

Office: UH 317

Phone: (760) 750-7379

E-Mail: ascheer@csusm.edu; lcoca@csusm.edu

Office Hours: By appointment

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech-Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

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

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4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTION

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. Introduces 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 of 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:

1. Describe ASHA's framework and principles for incorporating evidence-based practice into speech-language pathology practice. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F) – Section a**
2. Conduct effective electronic database searches for external scientific evidence. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F) – Section a**
3. Develop a literature review on a specific disorder area of interest. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F) – Section a**

GENERAL CONSIDERATIONS

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Electronic Communication Protocol

*Scheer-Cohen & Coca, SLP 622
Spring 2016*

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Requirements for Professionalism

Course Attendance:

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course 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 arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

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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. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. 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 the 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 do not display professional behaviors.

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, Health and Human Services 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.

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

Required Texts

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Nelson, L.K. (2013). *Research in Communication Sciences and Disorders* (2nd ed.). San Diego, CA: Plural Publishing.

Supplemental Readings

Supplemental readings will be posted to Cougar Courses as an accessible .pdf.

Assignments

1. Quizzes (30 points): Students will take **two** in-class quizzes to ensure that content related to research and evidence-based practice in speech-language pathology is learned. Quizzes will cover material from the lectures, class activities, and textbook. The instructor will provide more specific information related to quiz questions during class.
(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)
2. Annotated Bibliography (20 points): Complete an annotated bibliography reflecting a comprehensive literature search on a particular disorder. Students must have at least 10 empirical articles included.
(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)
3. Literature Review (50 points): Students will develop a literature review for a disorder area of interest. The purpose of this assignment is to provide an opportunity to synthesize the evidence associated with a specific treatment method in the field of speech-language pathology, and critically analyze the quality of the evidence.
(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)

Assignments

Total of 142 points:

*Quizzes	30 points
*Annotated Biblio	20 points
*Literature Review	50 points

*All assignments marked with an asterisk are signature assignments that reflect acquisition of knowledge and skills related to accreditation standards.

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders 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.

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Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are 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
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Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, 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 of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

TENTATIVE SCHEDULE

This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.

<u>WEEK/DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT(S)</u>
Week 1	Syllabus Review Introduction	
Week 2	Scientific Method	Chapter 1
Week 3-4	Evidence-Based Practice	Chapter 2
Week 5-6	PICO Clinical Questions: Assessment and Treatment	Chapter 3 <i>Making Research Part of your Clinical Practice</i>
Week 7	Tricia Lantzy: Library	Supplemental resources may be posted to Cougar Courses by the guest speaker(s)
Week 8-9	Asking your Clinical Question	Chapter 4
Week 10-12	Evaluating Literature	Gillam & Gillam (2006) Annotated Biblio Due Week 12
Week 13-15	Writing Workshop-Literature Review	
Week 16	Poster session – Summative Assessment	Present Literature Review in the form of a poster. Literature review due



California State University SAN MARCOS

SLP 622: b
Research and Evidence-Based Practice in Speech-Language Pathology (1 unit each)
Department of Speech-Language Pathology
Summer
Wednesday 9-12 (first 5 weeks)
Location: QUAD 101

Professors: Alison R. Scheer-Cohen, Ph.D., CCC-SLP; Laura S. Coca, M.A., CCC-SLP
Office: UH 317
Phone: (760) 750-7379
E-Mail: ascheer@csusm.edu; lcoca@csusm.edu
Office Hours: By appointment

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech-Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

Program Student Learning Outcomes:

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

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTION

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. Introduces 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 of 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:

1. Explain the bases of the scientific method, including empirical and/or measurable evidence, and principles of reasoning. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
2. Describe the difference between quantitative and qualitative research, and explain the various methods used in research design. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**

GENERAL CONSIDERATIONS

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Assignments

1. **Quizzes (30 points):** Students will take six in-class quizzes to ensure that content related to qualitative and quantitative research methodology. Quizzes will cover material from the lectures, class activities, and textbook. The instructor will provide more specific information related to quiz questions during class.

(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)

2. **Learning Activities (10 points each for a total of 50 points):** Throughout the semester students will complete learning activities that guide review and critical evaluation of bibliographic databases and research articles. Each learning activity will receive a score of up to 5 points.
 - a. Article Summary in Question/Answer Format and Narrative Format: **Single-Subject Experimental Design**
 - b. Article Summary in Question/Answer Format and Narrative Format: **Group Non-Experimental Design**
 - c. Article Summary in Question/Answer Format and Narrative Format: **Randomized Control Group Design**
 - d. Article Summary in Question/Answer Format and Narrative Format: **Qualitative Research**
 - e. Article Summary in Question/Answer Format and Narrative Format: **Quantitative Research**

(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)

3. **IRB Training:** All students are required to complete the CITI Training as part of this course. CITI Training certificates should be uploaded to Cougar Courses.
4. **Final Examination: (50 points)** Students will complete a final examination over research methods. This examination will require demonstration of content knowledge as well as application of skills over analysis and evaluation of research study designs.

Assignments

Total of 130 points:

*Quizzes	30 points
*Learning Activities	50 points
*Final Examination	50 points

*All assignments marked with an asterisk are signature assignments that reflect acquisition of knowledge and skills related to accreditation standards.

Grading Standards

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TENTATIVE SCHEDULE

This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.

<u>WEEK/DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT(S)</u>
Week 1	Syllabus Review Introduction:	
Week 2	Scientific Method	Chapter 4 Gillam & Gillam (2006)
Week 3	Ethics,	Chapters 2
Week 4	Validity	Chapter 3
Week 5	Reliability	Chapter 4
Week 6	IRB Training	
Week 7	Subjects and Sampling	
Week 8	Single-Subject Design	<u>Learning Activity:</u> a. Single-Subject Experimental Design <u>Upload CITI Training to Cougar Courses</u> Restrepo, Morgan, & Thompson (2013)
Week 9	Group Non-Experimental Research Designs	Chapter 5 <u>Learning Activity:</u> b. Group Non-Experimental Design Beeson & Robey (2006)
Week 10	RCTs	<u>Learning Activity:</u> 1. Randomized Control Group Design Chapter 6 Bothe & Richardson (2011)
Week 11	Qualitative Research – Analysis	<u>Learning Activity:</u> c. Qualitative Research
Week 12	Descriptive Data Analysis	Chapter 8 Van der Merwe (2007)
Week 13	Inferential Data Analysis	Chapter 9 Chapter 10 <u>Learning Activity:</u>

		d. Quantitative Research
Week 14	Research Outcomes: Clinical Guidance,	
Week 15	Research Reports	
Week 16	<i>Final Exam</i>	



California State University SAN MARCOS

SLP 622:
Research and Evidence-Based Practice in Speech-Language Pathology (3 units)
Department of Speech-Language Pathology
Fall
Wednesdays: 9-9:50
Location: QUAD 101

Professors: Alison R. Scheer-Cohen, Ph.D., CCC-SLP; Laura S. Coca, M.A., CCC-SLP
Office: UH 317
Phone: (760) 750-7379
E-Mail: ascheer@csusm.edu; lcoca@csusm.edu
Office Hours: By appointment

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech-Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

Program Student Learning Outcomes:

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

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
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3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTION

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. Introduces 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 of 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:

1. Develop a research proposal that includes: literature review of a clinical problem; statement of research question/purpose; design of a treatment study based on the highest level of evidence; mention of data analysis methods that could be used; and discussion of possible outcomes and limitations, in addition to the importance of the outcomes for clinical practice. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
2. Present and defend your clinical decision-making based on best available evidence. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
3. Utilize correct APA style writing and citations. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**

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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. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. 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 the 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 do not display professional behaviors.

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, Health and Human Services 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.

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

Required Texts

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Nelson, L.K. (2013). *Research in Communication Sciences and Disorders* (2nd ed.). San Diego, CA: Plural Publishing.

Supplemental Readings

Supplemental readings will be posted to Cougar Courses as an accessible .pdf.

Assignments

1. **Research Proposal** (80 points): Students will develop a research proposal for a topic of interest. The purpose of this assignment is to provide an opportunity to explore the evidence associated with a specific treatment method in the field of speech-language pathology, and design a treatment study based on the literature. The proposal will include relevant background information (e.g., literature review; rationale), in addition to a description of the research process (e.g., subject population; qualitative and/or quantitative analysis). The proposal should be a maximum of five pages (including the reference page) and contain the following elements: research question; literature review; design; analysis; inferences and/or conclusions; limitations and implications; and a reference list. See the *Research Proposal Rubric* for grading criteria. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
2. **Poster Presentation** (20 points): In small groups, students will present a poster on the last day of class. Posters should include a summary of the pertinent elements in the research proposal. The poster will be evaluated on the following elements: topic selection; problem/research question; literature review; design; analysis; inferences/conclusions; limitations and implications; organization; quality of writing; and citations of relevant research. See the *Poster Presentation Rubric* for grading criteria. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**

Assignments

Total of 100 points:

*Research Proposal	80 points
*Poster Presentation	20 points

*All assignments marked with an asterisk are signature assignments that reflect acquisition of

knowledge and skills related to accreditation standards.

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders 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 or a project specific rubric. Students are 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 complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, 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 of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

TENTATIVE SCHEDULE

This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.

<u>WEEK/DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT(S)</u>
Week 1	Syllabus Review Introduction	
Week 2	Develop clinical problem	
Week 3-5	Literature review	
Week 6-7	Development of the research question	
Week 8-10	Design of the study implementing the highest level of evidence	
Week 11-12	Development of method for data analysis	
Week 13-14	Discussion of possible outcomes/limitations -group debrief	
Week 15	Importance to clinical practice	
Week 16: May 18	<i>Poster Presentations</i>	Research Proposal Due.