

# SPLH 660: RESEARCH METHODS IN SPEECH-LANGUAGE-HEARING

Fall 2022

Tuesdays & Thursdays 1:00 PM – 2:15 PM

Location: Dole HDC 2094

## Instructor

Dr. Meghan M. Davidson,  
Ph.D. CCC-SLP

### *Preferred Reference:*

Dr./Professor Davidson  
(she/her)

### *Contact:*

meghan.davidson@ku.edu

### *Office Hours:*

Tuesdays 2:30p-3:30p,  
Thursdays, 11a-12p, or by  
appt. via Zoom or in person



## Graduate Teaching Assistant

Mohammad Karbakhsh

### *Preferred Reference:*

Mr. Karbakhsh  
(He/him)

### *Contact:*

mohammadkarbakhsh@ku.edu

### *Office Hours:*

Mondays 10:30-12 pm  
Thursdays 2:45-4 pm or by  
appt. via Zoom or in person



## GENERAL COURSE INFORMATION

### Course Description

Research Methods is about the methods used to conduct, describe, and evaluate science in communication disorders. Goals for learner outcomes include: (1) evaluation of research, including adequacy of research to address scientific and clinical problems; (2) reading, summarizing, and describing research through a literature review; (3) describing a hypothetical research study that addresses a specific question or hypothesis identified by the student; and (4) providing constructive peer reviews of research paper drafts and team presentations.

**Prerequisites:** 9 credits of SPLH course work and ENGL 101 and ENGL 102 (or course meeting core skill in written communication).

### Course Objectives

The foundational goal of this class is to gain skills for evidence-based practice, or the practice of integrating evidence from (1) high quality, systematic research, (2) clinical practice experience and expertise, and (3) patient preferences. This class is particularly focused on the first part of evidence—high quality, systematic research—because this piece of evidence alone requires a substantial foundational skill set. We will also begin building a clinical skill set in this course—one that allows you to evaluate other's and your own evidence on the effectiveness of your clinical practice. Although our focus in this course will be on gaining the skills for understanding and interpreting scientific research and evaluating effectiveness of practices in speech-language-hearing, this does not de-emphasize other areas of clinical expertise and patient preference—skills which will be gained later. By the end of this class, students enrolled in SPLH 660 should be able to:

1. Evaluate research, including:
  - Implementing the main components of the research process.
  - Demonstrating standards of ethical conduct in science and clinical practice.
  - Differentiating scientific from pseudoscientific approaches.
  - Defining and applying criteria for evaluating measurement and research design.
  - Differentiating characteristics of experimental and nonexperimental designs.
2. Summarize and describe research, including:
  - Presenting research ideas and studies in a clear and concise manner.

- Communicating research to others including patients, parents, insurance companies, or other relevant stakeholders in written and oral communication.
  - Finding and synthesizing research in a literature review.
  - Applying basic methods for organizing and describing data.
  - Writing a research proposal.
3. Engage in clinical decision making, including:
- Formulating specific and testable hypotheses.
  - Documenting methods in sufficient detail to facilitate replication.
  - Gathering data to inform clinical decisions.
  - Designing studies to minimize threats to external and internal validity.
  - Determining the significance and importance of research results for clinical settings.
  - Following ethical practices.

### Course Structure

This course is structured into three primary components: (1) content, (2) individual writing project time; and (3) team projects. During **content periods** (Classes 1-6, 12-17, and 20-22; see schedule for details), the course will focus on supporting students to learn foundational information about research methods and how to apply it for evidence-based practice. Learning material will include readings (book chapters and research articles), informational videos, and lectures as well as book discussions. Learning assessment during this period consists of Application Exercises that students complete individually.

During **individual writing project time periods** (Classes 10, 11, 18, 19, 26, 27; see schedule for details), students will meet with the instructor for a brief meeting to consult on their project and will also have one day of release to work on their project without other course assignments. To be clear, students will need to work on their individual writing project outside of the individual writing project time period. However, these periods are integrated into the course to provide students an opportunity to get feedback on their projects and to have time to respond to and integrate that feedback before submitting the project for grading. Therefore, it will benefit students to have their project in a good place before project meeting days in order to maximize the benefit of getting feedback.

Finally, during **team project periods** (Classes details 7-9, 23-25, and 28; see schedule for details), students will work in their assigned teams to complete a project that teams then present to the class. There are two assigned team projects. Students are assessed as a group on their handouts and presentations.

Together, this course structure is intended to offer students to learn course content and apply it through meaningful activities both individually and collaboratively. Considering there are no official breaks this semester, a secondary goal of this structure is to give students the opportunity to reframe and focus for each period—often a change in the mundane can help with this.

### Instructor's Teaching and Learning Philosophy

This course is built on the philosophy that this material is best learned through collaboration and practice. Therefore, the course consists of structured activities in which you must engage and communicate with peers, and similarly, requires your active engagement with the materials in order practice material to gain associated knowledge and skills as well as apply your knowledge and skills. The course combines independent and collaborative activities that students are expected to complete.

You are expected to complete all readings and/or videos BEFORE class. These readings and videos are intended to give you the background knowledge that you will then actively use in this course (see details below). You are also expected to independently complete all outside-of-class activities to assess and gauge your own understanding and knowledge of each topic. This course is built on the assumption that each previous topic is understood before

introducing a new topic that builds on knowledge from previous topics. For team work, each individual student is expected to be a contributing member and to actively engage and collaborate with their team members. Finally, you are expected to independently complete your writing assignment. Although some class time is allotted to helping you learn skills related to the writing project, the bulk of your time working on this project will be completed outside of the classroom.

By enrolling in this course, we have an agreement. I am responsible for designing and implementing a course that engages you intellectually and for executing fair assessment procedures to test your knowledge of the course material. You are responsible for implementing your part of the agreement: attending class, completing readings/videos (learning materials) on time, participating in class activities and discussions, completing assignments, and studying for exams. I pledge to do my part to engage you and give you the tools to make this class interesting, challenging, and thought-provoking. By your enrollment, you are promising to be an active participant and learner in the class.

### **COURSE MATERIALS**

These materials have been carefully selected to minimize the number and cost of tools that we use. I wish that there was an all-in-one tool that could do all of these things, but until then, these are the materials we will need to use to facilitate successful completion of this course.

#### **Canvas**

Announcements, handouts, videos, assignments, additional readings, and grades will all be posted on a Canvas site for this course. Go to [canvas.ku.edu](https://canvas.ku.edu) to find this course (SPLH 660). Please check Canvas regularly for important announcements, materials, and so on. For information on how to use Canvas, please visit this website: <https://canvashelp.ku.edu/resources-students>. You may also contact the GTA if you are not familiar with or have questions about how to use Canvas.

#### **CATME**

You will be completing your Course Entry Survey and team peer evaluations on CATME. You should have received a welcome email from CATME. You need to click on the link in the CATME message that was sent to your email address in order to sign up. Once you are there, enter your password. Then go to the login screen/popup and enter the email address that I used to create your account (your official KU email address) and enter your password. If you did not receive or ignored the 'create your password' CATME message, go to the login screen at [catme.org](https://catme.org). Enter your email address as your name and click on forgot password. Follow the instructions in the CATME message that you receive to finish entering your password.

#### **Peerceptiv Peer Reviewing System**

Individual writing assignments will be submitted through the Peerceptiv website: <https://www.peerceptiv.com>. You should have received an email from Peerceptiv inviting you to this semester's course.

- *Note:* There is a one-time \$14 charge for accessing Peerceptiv, so please have your credit cards available when you sign up.

If you have any questions, a helpful website for Peerceptiv is: <https://peerceptiv.zendesk.com/hc/en-us/categories/115000458913-Students>.

#### **Required Textbooks**

1) Any of the following editions may be used in this course:

- 9<sup>th</sup> edition: Patten, M.L. (2017). *Understanding Research Methods: An Overview of the Essentials, 9<sup>th</sup> edition.* Routledge, New York, NY.
- 10<sup>th</sup> edition: Patten, M.L. & Newhart, M. (2018). *Understanding Research Methods: An Overview of the Essentials, 10<sup>th</sup> edition.* Routledge, New York, NY.

The page numbers in the syllabus correspond to the 9<sup>th</sup> edition and 10<sup>th</sup> edition. Please make sure you use the page numbers for your selected edition.

2) Offit, P. (2008). *Autism's False Prophets: Bad Science, Risky Medicine, and the Search for a Cure*. Columbia University Press, New York, NY.

### **In-Class Activities and Materials**

Many classes incorporate in-class activities to be submitted for class participation points at the end of class. You may choose to either print out a paper version of the activity and bring it to class or you may use the electronic version of the activity and submit it electronically. In either case, please come prepared with a laptop computer in order to complete these activities and print or electronic activities are due at the end of class.

Cell Phone and Laptop Computer Policy: There will be activities in class that require use of smart phones/cell phones or a computer application. There will also be some in-class time devoted to literature searches that will require use of computer search engines. Outside of these activities, *please do not text or check Facebook or shop during class because these activities are very distracting to myself and other students*. In addition, these activities are negatively correlated with class performance.

## **COURSE REQUIREMENTS**

### **Participation (In-Class Activities)**

Hands-on activities will be incorporated into content classes. These will be completed during class and must be submitted by the end of class for participation points (unless using tokens; see below). Each activity will be completed using different methods, so see the activity instructions for details about how to complete it. After class, an activity guide will be posted for students to review their accuracy and understanding of the assignment. All in-class activities will be graded pass/fail.

### **Application Exercises**

Application exercises are intended to assess your ability to apply course content and use your understanding of research methods for evidence-based practice. There are 9 application exercises in this course. The highest 8 will count toward your final grade. Application exercises should be completed each week that there is content presented (i.e., not for Team Projects or Individual Writing projects). All application exercises are available on Canvas and should be submitted Sundays at 11p on the dates listed in the Course Schedule (see below). Application exercises should be completed on an individual basis and reflect your own knowledge.

### **Autism's False Prophets Discussions**

There will be three (3) class discussions related to the book, *Autism's False Prophets: Bad Science, Risky Medicine, and the Search for a Cure* by Paul Offit. Students are responsible for reading the assigned pages and completing and submitting the discussion questions BEFORE class for each discussion. During each discussion, students are expected to come prepared to discuss their points related to each discussion question. Points are allotted based on the submitted discussion questions as well as class discussion participation.

### **Team Projects**

A Course Entry Survey was sent to each student through CATME. Each student should complete this survey as part of their individual portion of their grade on the Team Project. Based on completion of the Course Entry Survey, students will be assigned a team that they will work with for both Team Projects. Team peer reviews will also be submitted through CATME. Time will be allotted in class during the team project periods to work on these team projects; although, time outside of these times may be needed.

There are two (2) team projects in this course. For the first team project, your team's objective is to critically evaluate a treatment using the tools that you learn and present this information to unfamiliar consumers (e.g., parents, patients, legislators who are not familiar with how to assess research) in the form of a handout and a class presentation. For the second team project, your team's objective is to plan and execute a small-scale, "real-world"

research study that helps to answer a question about the intervention you selected in Part 1. You will then present this study at a “conference” to your peers. See the Team Project guidelines for more detailed information.

### Individual Writing Project

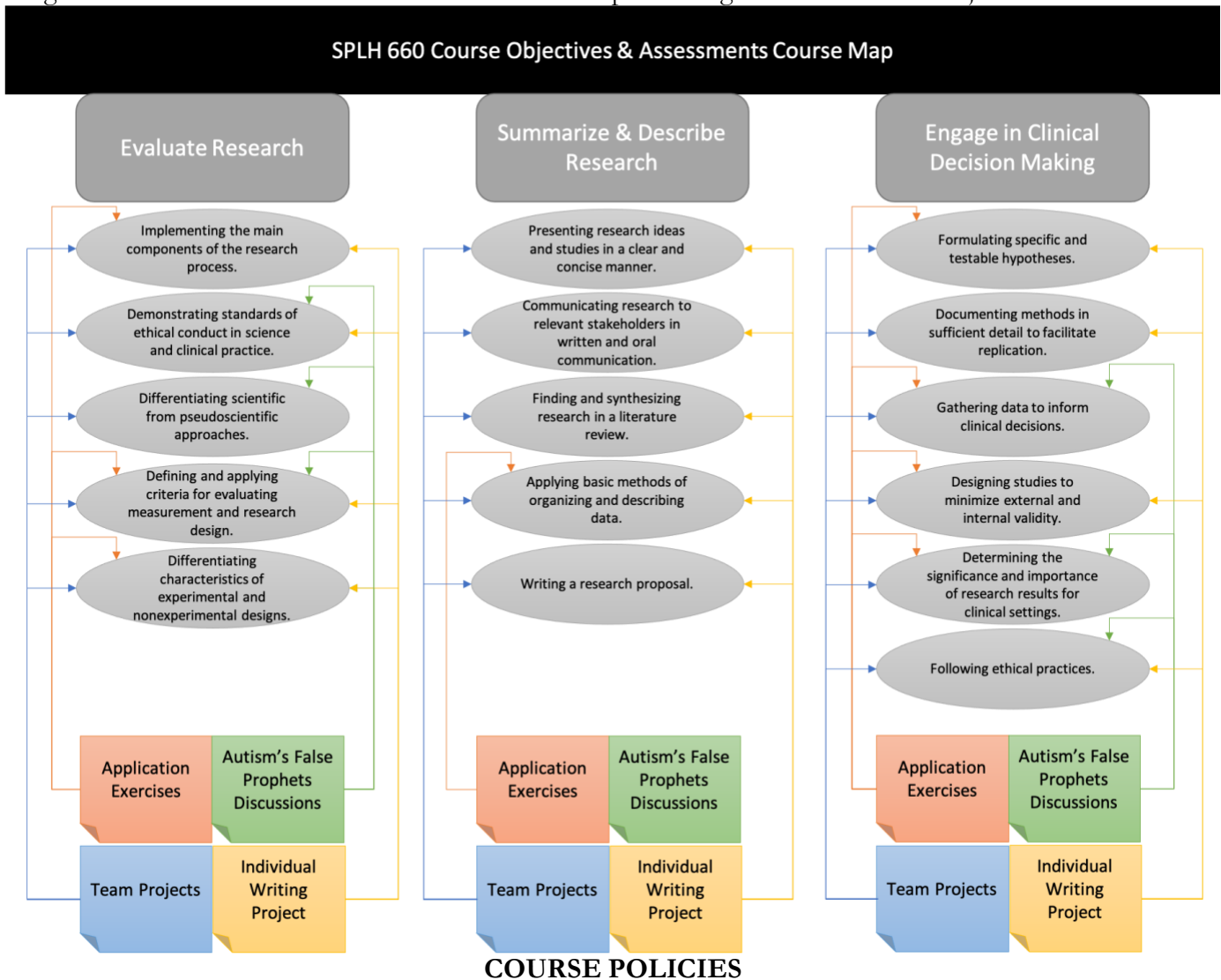
The writing project for SPLH 660 is a research proposal paper consisting of a literature review and methods section on a topic of your choosing related to speech, language, and hearing sciences. You will submit this paper in three parts over the course of the semester. Part 1 consists of a brief literature review on a topic of your interest. After submitting the paper, you will both complete and receive peer feedback on your submission. Part 2 consists of a revised literature review as well as the participants and measures subsections of your methods section for a potential study. Again, after submitting the paper, you will both complete and receive peer feedback on your submission. Your final revised paper, including a thoroughly revised literature review and the entire methods sections (add design and analysis to Part 2), should be submitted for Part 3. See the detailed Writing Project guidelines for more detailed information.

### Extra Credit

Up to 20 points of extra credit will be offered this semester. Details for extra credit opportunities will be made available on the Canvas course website.

## COURSE MAP

The figure below shows how each course assessment component aligns with the course objectives:



## Course Correspondence

Please include the course identification, "SPLH 660," in the subject line of your email for a prompter reply.

## Attendance

Attendance is strongly recommended. During class sessions, we will cover material and carry out learning activities that are not replicated in the textbook or readings, so regular attendance will significantly enhance your understanding of the course material. In addition, it will be difficult to earn a high grade with infrequent class attendance.

- **Illness or Medical Crises:** Students with an illness or medical crisis for themselves, a relative, or friend may be excused from being present for scheduled exams. I do not need a doctor's note. If you are sick or have an inkling that you might be sick, stay home and do not come to class. Period. It is the responsibility of the student to initiate discussion with the instructor, prior to the class or deadline, if possible. The instructor and student shall come to a mutually agreeable method of making up the missed work.
- **Religious Observances:** All students must contact the instructor within the first two weeks of the semester if a scheduled exam or project due date conflicts with a mandated religious observance. A make-up exam will be scheduled at a mutually acceptable time or alternative due date for a project will be determined.

## Grades

In-Class Activity Participation		5%	5%
Application Exercises		20%	20%
Autism False Prophet Discussions	AFP Discussion 1	5%	15%
	AFP Discussion 2	5%	
	AFP Discussion 3	5%	
Team Projects	Team Project 1	15%	30%
	Team Project 2	15%	
Individual Writing Project	Writing Project, Part 1	10%	30%
	Writing Project, Part 2	10%	
	Writing Project, Final Paper	10%	
		TOTAL:	100%

At the end of the course, points for each component, as described above, are weighted and added. The following scale will be used to determine final grades:

A	93.50% and above	C+	76.50-79.99%
A-	90.00-93.49%	C-	70.00-73.49%
B+	86.50-89.99%	D+	66.50-69.99%
B	83.50-86.49%	D	63.50-66.49%
B-	80.00-83.49%	D-	60.00-63.49%
C	73.50-76.49%	F	59.99% and below

How to calculate your grade at any point in the class: You can follow the instructions on this wiki to determine your current weighted grade, using the information provided in Canvas: <http://www.wikihow.com/Calculate-Weighted-Average>

## Deadlines and Tokens

Deadlines are firm. All deadlines are in CST. Grades will be reduced by 5% for each day the assignment is late (unless using a token), and **the Individual Writing Project and Team Projects will not be accepted late**, unless in the case of a life-threatening or safety emergency. All assignments are due at the time noted in the course schedule and relevant guidelines on the day they are due.

Each student will be allotted three no-questions-asked requests (tokens) for a video-lecture pass/in-class activity submission extension or application exercise extension. The automatic extension is 48 hours, but this can be

adjusted on a case-by-case basis. To request a late in-class activity submission, please send an email to the TA. If you need more than three that may still be possible, but students will need to have a conversation with the instructor to figure out their best individual learning plan. If you need an extension for the AFP discussion that may be possible but will be handled on a case-by-case basis. Tokens may NOT be used for the Individual Writing Project or Team Projects.

## LEARNING IN THE TIME OF COVID-19

COVID-19 has presented many challenges to the way that we are used to teaching and learning over the past two years and will continue to present challenges during this semester. I have attempted to address or ameliorate these challenges in my preparation of this course. However, that does not mean that (a) I have done so perfectly or (b) I have anticipated all challenges that we will potentially encounter this upcoming semester. With this knowledge, we (me the instructor and you the student) will need to maintain open communication and flexibility this semester. Below are a few things that I hope you will find helpful as you consider how to navigate learning in the time of COVID-19 in general and in this course specifically.

### Flexibility

I have designed this course with flexibility in mind. I encourage students to attend in person regularly. However, I recognize that we may all face challenges with illness or other demands at various points throughout the semester. I have online video lectures prepared in the event that we need a virtual learning experience at some point in the semester. I say "we" because there may be times that I need to offer this alternative to everyone or there may be times that individuals may need this alternative. Again, we are aiming for flexibility. **As described above, all students have three no-questions-asked requests for video lecture/late in-class activity submission or application exercise extension.**

Also, with flexibility in mind, I have scheduled two Flex Class days in this course's schedule. Should we need additional time on any given topic or should classes need to be cancelled for any reason, two Flex Class days have been built in to accommodate these adjustments. In the event that we do not need these days, the class will have the option to complete the second Team Project presentations during these dates rather than during the scheduled final exam time.

### Pacing

The goal of learning is not to get through things as fast as you can. Instead, learning requires that you spend time with the material. In addition, having too much to do can be overwhelming. Keeping these two things in mind, I release content on a weekly basis. This allows you to determine when will work best in your schedule to complete the coursework each week without rushing through or feeling overwhelmed by the workload. I am very intentional based on the principles of learning in when I decide to release coursework to you as well as when it is due.

### Scheduling

I have set deadlines. Deadlines are useful for keeping us all moving toward the final goal—learning the content and course completion! In the event that you need an adjustment in a deadline, please contact the instructor. I will do my best to be as flexible as possible while helping you to keep your learning on track.

Here are a few additional tips about how to pace your learning in this course and so that you may plan accordingly:

- In-class activities are due at the end of the day (11:00p) to count for participation (unless using tokens described above).
- Application Exercises are always due the Sunday after it is released for the week at 11:00p but may be completed any time during the week before it is due.
- Article discussions need to be submitted by the date listed on the course schedule (BEFORE the actual class discussion).
- Projects are released at least 2 weeks in advance of when time will be allotted to complete them.



## Life

We are all facing the challenges of work-life integration. Your mental and physical health and your family and friend's health is the most important thing. YES, I want to support your learning, and YES, I know that you want to learn. I can tell these things when you complete assignments, ask questions, and engage with the course content. That being said, if something arises in your life where you are no longer able to make your learning a priority, please know that it is okay. Again, I assume that you want to and that whatever it is is a temporary situation. Please also know that I cannot help you if you do not communicate with me. I do not need to know all the details but alerting me helps us to discuss how I can support you as an individual student with individual demands to navigate the best path for your learning and your well-being.

## Face Masks

Face masks, social distancing, hand washing, and vaccination are highly encouraged to protect all members of our class from COVID-19 and other related illnesses (e.g., flu). For additional information or to view current campus policies related to the COVID-19 pandemic, please visit <https://protect.ku.edu/>.

## UNIVERSITY POLICIES

### Students with Accommodation and Support Needs

The Student Access Center (SAC) in the University Academic Support Centers (UASC) coordinates academic accommodations and services for all eligible KU students with support needs (<http://access.ku.edu/>). If you have a support need for which you wish to request accommodations and have not contacted the SAC, please do so as soon as possible (online, in 22 Strong Hall, or at 785-864-4064, V/T\*TY). If you think you may have a support need, you should contact SAC to acquire the proper documentation.

### Diversity and Inclusive Practices

The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity/ expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the University. We expect that KU students, faculty, and staff will promote an atmosphere of respect for all members of our KU community.

Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the instructor's expectation that ALL students experience this classroom as a safe environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person.

**Policy on Children in Class:** It is my belief that if we want parents in higher education, that we should also expect children to be present in some form. The policy described here is a reflection of my own beliefs and commitments to student, staff and faculty parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all lactating parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to choose between missing class or leaving him or her with someone you or the child does not feel comfortable with. Please know that children (and pets) are welcome in our online meetings.



3. In all cases where babies and children attend class, I ask that if your little one needs special attention or is disrupting learning for other students, you mute your microphone and turn off your video until their need has been met.
4. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity and perspective you bring to our class!

### **Recording Class Periods**

Course materials prepared by the instructors, together with the content of all lectures and class activities are the property of the instructors. Any recording of class periods without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio record class periods, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of class sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that person is enrolled in the course.

### **Commercial Note-Taking**

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in SPLH 660. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. **Please note:** note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

### **Academic Misconduct**

Academic misconduct will not be tolerated in this class. An instructor may, with due notice to the student, treat as unsatisfactory any student work which is a product of academic misconduct. Cases of academic misconduct may result in any or all of the following penalties: reduction of grade, admonition, warning, censure, transcript citation, suspension, or expulsion. The following information about Academic Misconduct is discussed in Article II, Section 6 of the rules and regulations of the University Senate. “*Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.*”

It is **your** responsibility as a KU student to make sure you understand academic honesty and misconduct. The policy is described at this link: <https://documents.ku.edu/policies/governance/USRR.htm#art2sect6>.

The website of the KU Writing Center provides some excellent information and resources on how to avoid plagiarism. <http://www.writing.ku.edu/guides/index.shtml?1#plagiarism>. We will be asking you to familiarize yourself with these materials this semester.

## **Disruptive Behavior**

The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.

## **RESOURCES**

### **Academic:**

Advising: [Undergraduate Advising Center](#), 785-864-2834  
Financial Assistance: [Financial Aid & Scholarships](#), 785-864-4700  
Registration/Enrollment Problems/Holds: [University Registrar](#), 785-864-4422  
Tuition Payment: [Student Account Services](#), 785-864-3322  
Tutoring: [AAAC Tutoring Services](#), 785-864-7733  
Writing Help: [KU Writing Center](#), 785-864-2399  
Study Skills: [AAAC Academic Consultations](#), 785-864-2399

### **Care:**

Counseling: [Counseling and Psychological Services \(CAPS\)](#), 785-864-2277; [Suicide Prevention Hotline](#), 800-273-8255; [KU Psychological Clinic](#), 785-864-4121; [Bert Nash Community Mental Health Center](#), 785-843-2219  
Health Services: [Watkins Health Services](#), 785-864-9522  
Pharmacy: [Watkins Pharmacy](#), 785-505-5000

### **Crisis:**

Food Bank: [Campus Cupboard](#), [cco@ku.edu](mailto:cco@ku.edu)  
Police (Non-emergency): [KU Public Safety Office](#), 785-864-5900  
Sexual Assault, report to: [Institutional Opportunity and Access \(IOA\)](#), 785-864-6414 **AND** [KU Public Safety](#), 785-864-5900; request support from [KU CARE Coordinator](#), 785-864-9255; request education from [Sexual Assault Prevention and Education Center \(SAPEC\)](#), 785-864-5879

### **Finances:**

Financial Assistance: [Financial Aid & Scholarships](#), 785-864-4700  
Tuition Payment: [Student Account Services](#), 785-864-3322  
Food Bank: [Campus Cupboard](#), [cco@ku.edu](mailto:cco@ku.edu)  
Student Emergency Fund: [Emergency Aid Network](#), for help applying contact: [Financial Aid & Scholarships](#), 785-864-4700; [Student Money Management Services](#), 785-864-1182; or [Student Support & Case Management](#), 785-861-4060

### **General:**

Bus Services (after hours): [Safe Ride/Safe Bus](#), 785-864-7233  
Diversity & Equity: [Office of Multicultural Affairs](#), 785-864-4350  
Legal Services for Students: [Legal Services for Students](#), 785-864-5665  
LGBTQIA+ Support: [Center for Sexuality and Gender Diversity](#), 785-864-4265  
Student Misconduct (Student Code): [Student Conduct and Community Standards](#), 785-864-4060

## SPLH 660 TENTATIVE COURSE SCHEDULE\*

\*Schedule may change if the instructor determines that additional time is needed on any given topic. Always consult the course website for the current schedule of topics.

Week	Class	Date (Day)	Topic(s) Covered	Learning Materials	Assignment(s) Due	Application Exercise (AE) Due
Foundations						
1	1	8/23 (T)	Course Introduction  The Scientific Method  How to Read a Research Article	Syllabus  Patten (9 <sup>th</sup> ) pp. 3-4 or Patten & Newhart (10 <sup>th</sup> ) pp. 3-7; Bordens & Abbott (2018), pp. 24-32 (Canvas)  <a href="#">Reading Research Video</a> ; Reutebuch et al. (2018)	Course Entry Surveys (11:00p, CATME)	
	2	8/25 (TH)	Evaluating Research in Speech-Language Pathology and Audiology  Evidence-based Practice in SPLH	Gillam & Gillam (2006) (Canvas) Nippold (2011) (Canvas)  Dollaghan (2007), Ch. 1 (Canvas) <a href="#">ASHA EBP Tools Video</a>		AE1: 8/28, 11p (Su)
2	3	8/30 (T)	Autism's False Prophets (AFP) Discussion 1	AFP pp. xi-80 (Prologue, Intro, Chapters 1-4)	AFP Discussion Questions 1 (submit on Canvas before class and bring them with you)	
	4	9/1 (TH)	Practical Significance and Effect Size  Systematic Reviews and Meta-analyses	Patten (9 <sup>th</sup> ) pp. 141-150 or Patten & Newhart (10 <sup>th</sup> ) pp. 255-269; <a href="#">Schuele &amp; Justice (2006)</a>  Patten (9 <sup>th</sup> ) pp. 151-156 or Patten & Newhart (10 <sup>th</sup> ) pp. 270-278; Pauls & Archibald (2016) (Canvas)		AE2: 9/4, 11p (Su)
3	5	9/6 (T)	Writing Project Overview  Finding Good Research Articles  Writing and Organizing Literature Reviews	Patten (9 <sup>th</sup> ) pp. 31-35, 175-178 or Patten & Newhart (10 <sup>th</sup> ) pp. 41-48  Patten (9 <sup>th</sup> ) pp. 35-40, 179-180 or Patten & Newhart (10 <sup>th</sup> ) pp. 49-59  <a href="#">KU Library Video Tutorials</a> (watch 3 min.)	Submit Writing Project Topic (11p, Canvas)	
	6	9/8 (TH)	Experimental vs. Nonexperimental Research  Threats to Internal and External Validity  Research Questions and Hypotheses	Patten (9 <sup>th</sup> ) pp. 5-10 or Patten & Newhart (10 <sup>th</sup> ) pp. 12-21  Patten (9 <sup>th</sup> ) pp. 101-104, 109-110 or Patten & Newhart (10 <sup>th</sup> ) pp. 186-191  Patten (9 <sup>th</sup> ) pp. 15-16 or Patten & Newhart (10 <sup>th</sup> ) pp. 84-86		AE3: 9/11, 11p (Su)

4	7	9/13 (T)	Team Project 1 Work Time			
	8	9/15 (TH)	Team Project 1 Work Time			
5	9	9/20 (T)	Team Project 1 Presentations  Peer Review		Team Project 1 Handout and Presentation (in class) and Team Peer Evaluations (11p, CATME)  <a href="#">Reviewing Documents</a> (read all 3 sections)	
	10	9/22 (TH)	NO IN-PERSON CLASS: Individual Writing Project 1 Meetings—sign up for individual meetings with instructor via Zoom during class period (1p-2:30p)			
6	11	9/27 (T)	Individual Writing Project Workday (NO IN-PERSON CLASS)		Writing Project, Part 1 (11p, Peerceptiv)	
<b>Participants &amp; Measures</b>						
	12	9/29 (TH)	Sampling Characteristics, Demographics, and Sample Size  Ethical Considerations in Research	Patten (9 <sup>th</sup> ) pp. 55-68 or Patten & Newhart (10 <sup>th</sup> ) pp. 87-113  Patten (9 <sup>th</sup> ) pp. 25-26 or Patten & Newhart (10 <sup>th</sup> ) pp. 32-38; Ambrose & Yairi (2002) (Canvas); ASHA Code of Ethics (Canvas)		AE4: 10/2, 11p (Su)
7	13	10/4 (T)	Variables in Experimental and Nonexperimental Studies  Scales of Measurement  Operational Definitions  Common Types of Measures in SPLH	Patten (9 <sup>th</sup> ) pp. 11-14 or Patten & Newhart (10 <sup>th</sup> ) pp. 74-79  Patten (9 <sup>th</sup> ) pp. 117-120 or Patten & Newhart (10 <sup>th</sup> ) pp. 74-75  Patten (9 <sup>th</sup> ) pp. 17-18 or Patten & Newhart (10 <sup>th</sup> ) pp. 81-83  <a href="#">Assessment Tools, Techniques, and Data Sources</a>	Peer Reviews, Part 1 (11p, Peerceptiv)	
	14	10/6 (TH)	Measurement Validity  Measurement Reliability  Writing Methods	Patten (9 <sup>th</sup> ) pp. 71-77 or Patten & Newhart (10 <sup>th</sup> ) pp. 123-135; Lincoln et al. (1997) (Canvas)  Patten (9 <sup>th</sup> ) pp. 83-90 or Patten & Newhart (10 <sup>th</sup> ) pp. 136-146; Sigafos et al. (2003) (Canvas)  Patten (9 <sup>th</sup> ) pp. 181-186 or Patten & Newhart (10 <sup>th</sup> ) pp. 292-297		AE5: 10/9, 11p (Su)
8	15	10/11 (T)	NO CLASS: FALL BREAK			
	16	10/13 (TH)	AFP Discussion 2	AFP pp. 81-175 (Chapters 5-8)	AFP Discussion Questions 2 (submit on Canvas before class and bring them with you)	

					Back Reviews, Part 1 (11p, Peerceptiv)	
Designs & Analyses						
9	17	10/18 (T)	Shapes and Measures of Distributions  Understanding Statistics and the Null Hypothesis  Design Overview	Patten (9 <sup>th</sup> ) pp. 125-132 or Patten & Newhart (10 <sup>th</sup> ) pp. 203-205, 213-224  Patten (9 <sup>th</sup> ) pp. 113-116 or Patten & Newhart (10 <sup>th</sup> ) pp. 225-230		AE6: 10/23, 11p (Su)
	18	10/20 (TH)	NO IN-PERSON CLASS: Individual Writing Project 2 Meetings—sign up for individual meetings with instructor via Zoom during class period (1p-2:30p)			
10	19	10/25 (T)	NO IN-PERSON CLASS: Individual Writing Project 2 Workday		Writing Project, Part 2 (11p, Peerceptiv)	
	20	10/27 (TH)	Group Designs   Chi-square tests, t-tests, and ANOVAs	Patten (9 <sup>th</sup> ) pp. 99-100, 105-108 or or Patten & Newhart (10 <sup>th</sup> ) pp. 183-185, 192-197  Patten (9 <sup>th</sup> ) pp. 121-124, pp. 135-140 or Patten & Newhart (10 <sup>th</sup> ) pp. 236-251; Bastian et al. (2014) (Canvas)		AE7: 10/30, 11p (Su)
11	21	11/1 (T)	Foundations & Analyzing Single-case Experimental Designs  Single-case Experimental Designs	Engel & Schutt (2009), pp. 208-214, 217-225 (Foundations and Analyzing)  Engel & Schutt (2009), pp. 225-240 (Design Types) <a href="#">Cardon &amp; Azuma (2011)</a>	Peer Reviews, Part 2 (11p, Peerceptiv)	AE8: 11/6, 11p (Su)
	22	11/3 (TH)	AFP Discussion 3	AFP pp. 176-247 (Chapters 9-11, Epilogue)	AFP Discussion Questions 3 (submit on Canvas before class and bring them with you)	
12	23	11/8 (T)	Correlational Designs and Measures of Association (Pearson R Correlations)  Survey Research  Qualitative Research	Patten (9 <sup>th</sup> ) pp. 133-135 or Patten & Newhart (10 <sup>th</sup> ) pp. 231-235; Tomblin et al. (2000) (Canvas)  Blessing Ch. 10 (Canvas)  Patten (9 <sup>th</sup> ) pp. 19-22 or Patten & Newhart (10 <sup>th</sup> ) pp. 159-166; Yorkston et al. (2001)	Back Reviews, Part 2 (11p, Peerceptiv)	AE9: 11/13, 11p (Su)
	24	11/10 (TH)	Team Project 2 Work Time			
13	25	11/15 (T)	Team Project 2 Work Time			
	26	11/17 (TH)	NO IN-PERSON CLASS: Individual Writing Project 3 Meetings—sign up for individual meetings with instructor via Zoom during class period (1p-2:30p)			
14	27	11/22 (T)	NO IN-PERSON CLASS: Individual Writing Project 3 Workday		Final Writing Project, Part 3 (11p, Peerceptiv)	

	28	11/24 (TH)	NO CLASS: THANKSGIVING BREAK			
15	29	11/29 (T)	Team Project 2 Work Time			
	30	12/1 (TH)	Team Project 2 Work Time			
16	31	12/6 (T)	FLEX CLASS: Extra class-Additional Team Project 2 Work Time or Class Choice Bonus Topic			
	32	12/8 (TH)	FLEX CLASS: Extra class-Additional Team Project 2 Work Time or Class Choice Bonus Topic			
<b>*** Monday, December 12<sup>th</sup>, 1:30 PM – 4:00 PM:***</b>						
<b>TEAM PROJECT 2 REPORT &amp; PRESENTATIONS (in class), and Team Peer Evaluations (11p, CATME)</b>						