SPH 810
Research in Human Communication Disorders
S1 Day 2016
Dept of Linguistics

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General Information

Unit convenor and teaching staff
Lecturer
Elisabeth Harrison
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C5A 564
During class; iLearn discussion board; by appointment

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Credit points
4

Prerequisites
Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description
The focus of this unit is on knowledge about and development of research skills. The unit will cover reviewing and critiquing research, developing a research question, identifying appropriate designs to address research aims and questions, data collection and analysis, and preparing research for dissemination in professional contexts.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Students will: • Critically evaluate the evidence base for clinical assessments and interventions and integrate the best evidence with the needs of individuals with communication and swallowing disabilities

2. • Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities (CBOS 2.2, 3.1, 3.2)
3. • Integrate understanding of the University’s ethical research standards with critical analysis of the risks and benefits of involving participants who have communication and swallowing disabilities (CBOS 5.6, 7.1)

4. • Analyse, evaluate and apply research methodologies to problems in speech pathology, taking account of client complexities that include physical, mental, and sociocultural characteristics (RPP 1, CBOS 5.7, 7.2)

5. • Critically engage with peers while developing and disseminating new information about contemporary speech pathology research (CBOS 5.4, 5.5, 5.8, 6.1, 7.4)

### Assessment Tasks

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**Critically appraised papers**

**Due:** Week 5  
**Weighting:** 25%

Students will critically appraise two recently published clinical research papers relevant to an area of speech pathology practice, and write a short commentary that relates insights gained from the review process to the student’s clinical experience.

This Assessment Task relates to the following Learning Outcomes:

- Students will: • Critically evaluate the evidence base for clinical assessments and interventions and integrate the best evidence with the needs of individuals with communication and swallowing disabilities
- • Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities (CBOS 2.2, 3.1, 3.2)
- • Analyse, evaluate and apply research methodologies to problems in speech pathology, taking account of client complexities that include physical, mental, and sociocultural characteristics (RPP 1, CBOS 5.7, 7.2)
Research proposal

Due: **Week 12**
Weighting: **50%**

Students will select a topic for research and develop a structured proposal for a research project. The selected topic must be relevant to contemporary Australian speech pathology practice. Budget preparation will not be required.

This Assessment Task relates to the following Learning Outcomes:

- Students will: • Critically evaluate the evidence base for clinical assessments and interventions and integrate the best evidence with the needs of individuals with communication and swallowing disabilities
- • Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities (CBOS 2.2, 3.1, 3.2)
- • Integrate understanding of the University’s ethical research standards with critical analysis of the risks and benefits of involving participants who have communication and swallowing disabilities (CBOS 5.6, 7.1)
- • Analyse, evaluate and apply research methodologies to problems in speech pathology, taking account of client complexities that include physical, mental, and sociocultural characteristics (RPP 1, CBOS 5.7, 7.2)
- • Critically engage with peers while developing and disseminating new information about contemporary speech pathology research (CBOS 5.4, 5.5, 5.8, 6.1, 7.4)

Research proposal presentation

Due: **Week 13**
Weighting: **25%**

Students will present their research proposals in a professional format.

This Assessment Task relates to the following Learning Outcomes:

- • Integrate understanding of the University’s ethical research standards with critical analysis of the risks and benefits of involving participants who have communication and swallowing disabilities (CBOS 5.6, 7.1)
- • Critically engage with peers while developing and disseminating new information about contemporary speech pathology research (CBOS 5.4, 5.5, 5.8, 6.1, 7.4)
Delivery and Resources
This unit will be delivered in 13 three hour classes.

Policies and Procedures
Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html


Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct
Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results
Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support
Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills
Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

• Workshops
Student Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities
PG - Capable of Professional and Personal Judgment and Initiative
Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Students will: • Critically evaluate the evidence base for clinical assessments and interventions and integrate the best evidence with the needs of individuals with communication and swallowing disabilities
- • Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities (CBOS 2.2, 3.1, 3.2)
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Assessment tasks
• Critically appraised papers
• Research proposal
• Research proposal presentation

PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes
• Students will: • Critically evaluate the evidence base for clinical assessments and interventions and integrate the best evidence with the needs of individuals with communication and swallowing disabilities
• Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities (CBOS 2.2, 3.1, 3.2)
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• Critically engage with peers while developing and disseminating new information about contemporary speech pathology research (CBOS 5.4, 5.5, 5.8, 6.1, 7.4)

Assessment tasks
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PG - Critical, Analytical and Integrative Thinking
Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and
knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- Students will: • Critically evaluate the evidence base for clinical assessments and interventions and integrate the best evidence with the needs of individuals with communication and swallowing disabilities
- • Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities (CBOS 2.2, 3.1, 3.2)
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**Assessment tasks**

- Critically appraised papers
- Research proposal
- Research proposal presentation

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcomes**

- • Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities (CBOS 2.2, 3.1, 3.2)
• Analyse, evaluate and apply research methodologies to problems in speech pathology, taking account of client complexities that include physical, mental, and sociocultural characteristics (RPP 1, CBOS 5.7, 7.2)

Assessment tasks
• Critically appraised papers
• Research proposal

PG - Effective Communication
Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes
• Students will: • Critically evaluate the evidence base for clinical assessments and interventions and integrate the best evidence with the needs of individuals with communication and swallowing disabilities
• • Critically engage with peers while developing and disseminating new information about contemporary speech pathology research (CBOS 5.4, 5.5, 5.8, 6.1, 7.4)

Assessment tasks
• Critically appraised papers
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PG - Engaged and Responsible, Active and Ethical Citizens
Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes
• Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities (CBOS 2.2, 3.1, 3.2)
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**Assessment task**

• Research proposal