



SPH 810

Research Design in Speech Pathology

S1 Day 2018

Dept of Linguistics

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General Information

Unit convenor and teaching staff Lecturer Elisabeth Harrison elisabeth.harrison@mq.edu.au 12 Second Way, Room 564 By appointment
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 <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- 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 (CBOS 1.2, 3.2)
- 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)
- 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)

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assessment code SPH810.1</u>	25%	No	Week 5, Wednesday 29 March
<u>Assessment code SPH810.2</u>	50%	No	Week 12, Wednesday 30 May
<u>Assessment code SPH810.3</u>	25%	No	Week 13, Thursday 7 June

Assessment code SPH810.1

Due: **Week 5, Wednesday 29 March**

Weighting: **25%**

Students will critically appraise 2 speech pathology treatment research papers. The papers will be from peer-reviewed, professional journals, and published in either 2017 or 2018.

Each critically appraised paper (CAP) will be approximately 500 words. A template will be provided for the CAPs.

Students will also write a short (approx. 200 words) reflection that relates insights gained from the review process to the student's clinical competence (CBOS, 2011).

On successful completion you will be able to:

- 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 (CBOS 1.2, 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 code SPH810.2

Due: **Week 12, Wednesday 30 May**

Weighting: **50%**

Students will select a topic for research and develop a research proposal using the format

provided. The selected topic must be relevant to contemporary Australian speech pathology practice. Students will be encouraged to follow up areas of interest they have developed during the program to date. The lecturer will be available in Weeks 7 - 12 for class and individual consultations, and tutorials on student-nominated topics. Note that formal budget preparation will not be required as part of the research proposal.

On successful completion you will be able to:

- 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 (CBOS 1.2, 3.2)
- 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)
- 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)

Assessment code SPH810.3

Due: **Week 13, Thursday 7 June**

Weighting: **25%**

Students will present their research proposals, using visual and verbal presentation, in a simulated professional conference.

These presentations will be delivered during class time.

On successful completion you will be able to:

- 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)
- 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 taught in a blended learning format. Students will be expected to engage with learning materials before attending and participating in classes and then completing learning activities following class. Topics covered, and learning formats used during classes in Weeks 7 to 12 will be arranged by the Lecturer in direct response to students' requests. Therefore, students will be expected to provide and exchange information about their learning needs via e.g., iLearn discussion board.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

Word limits

Assessment submissions with excessive word counts will receive a penalty commensurate with the amount the submission has exceeded the word limit stated in the assessment description. Excessive word counts will result in the following penalties:

- From 11 to 20% over the word limit = reduction by one grading band.
- More than 20% over the word limit = reduction by **at least** two grading bands, with further penalties applied at the discretion of the unit convenor.

For example: Word limit = 2000 words; Submission word count = 2240, i.e., 12% over the limit, and therefore a penalty is applied as follows:

- Initial grade = D
- Penalty = reduction of one grading band
- Final grade = C

Penalty for late submission

Late submission of assessments will result in the following penalties:

- 1 day late = reduction by **no more than** one grading band, at the discretion of the unit convenor
- 2 days late = reduction by **no more than** two grading bands, at the discretion of the unit convenor
- 3 or more days late = reduction by **at least** two grading bands, with further reductions at the discretion of the unit convenor

For example: A submission is two days late, and therefore a penalty is applied as follows:

- Initial grade = HD
- Maximum penalty = reduction of two grading bands
- Final grade = C

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](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and 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.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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

- 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 (CBOS 1.2, 3.2)
- 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)
- 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)

Assessment tasks

- Assessment code SPH810.1
- Assessment code SPH810.2
- Assessment code SPH810.3

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

- 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 (CBOS 1.2, 3.2)
- 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)
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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

- Assessment code SPH810.1
- Assessment code SPH810.2
- Assessment code SPH810.3

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

- 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 (CBOS 1.2, 3.2)
- 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)
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Assessment tasks

- Assessment code SPH810.1
- Assessment code SPH810.2
- Assessment code SPH810.3

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

- 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 (CBOS 1.2, 3.2)
- 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)
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analysis of the risks and benefits of involving participants who have communication and swallowing disabilities (CBOS 5.6, 7.1)

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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

- Assessment code SPH810.1
- Assessment code SPH810.2
- Assessment code SPH810.3

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 outcome

- 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

- Assessment code SPH810.1
- Assessment code SPH810.2
- Assessment code SPH810.3

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)

- • 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)

Assessment tasks

- Assessment code SPH810.2
- Assessment code SPH810.3