



SPTH8810

Research Design in Speech Pathology

Session 1, Weekday attendance, North Ryde 2021

Department of Linguistics

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Elisabeth Harrison

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Margaret Wood

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Credit points

10

Prerequisites

Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description

The focus of this unit is on knowledge about and development of research skills and evidence-based speech pathology practice. 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:

ULO1: 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.

ULO2: Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities.

ULO3: 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.

ULO4: Analyse, evaluate and apply research methodologies to problems in speech pathology, taking account of client complexities that include physical, mental, and sociocultural characteristics.

ULO5: Critically engage with peers while developing and disseminating new information about contemporary speech pathology research.

General Assessment Information

Assessments 1 are to be formatted to the following:

- A4 paper size for Assessments 1 and 2; A1 paper size for Assessment 3
- Standard size margins i.e., minimum of 2.5 cm on each side
- APA format for citations and reference lists i.e., *Publication Manual of the American Psychological Association* (6th ed.).
- a footer on each page with page number, student name and MQID, and unit code (e.g. "SPTH8xxx")
- format the assignment in MS Word and submit it as a .docx or similar. *Do not submit PDFs.*

Naming files

Assessments submitted on iLearn should use the following naming format:

If Sally Citizen is submitting assignment 1 for SPTH8810, then the file should be named "scitizen_SPTH8810_1".

Word limits

- Word limits for assessments are set deliberately and you must submit work that is of the correct length.
- Include the word count at the end of your assessment e.g.,

"... which is a therefore a valid reason for including this in the treatment goals."

WORD COUNT: 1004 words

- Calculate the word count electronically in MSWord by selecting/dragging the entire body of your text and then using the MSWord count tool, which is found under the Review tab. This means that the word count will include headings, in-text citations, tables and figures.
- The reference list at the end of an assessment is not included in the word count.
- Word counts that are up to 10% over the word limit will not be penalised.
- 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
 - Manipulation of word count violates the University's Academic Honesty policy. Breaches of academic honesty can result in failure of an assessment task, failure of a unit, or, in significant cases, exclusion from a program. Please refer to the University's [Academic Honesty Policy](#) and [Student Discipline Rules](#) for more information about the University's procedures for handling breaches of academic honesty.

Submission

All assessments are submitted electronically via iLearn.

Assessment coversheets are no longer required, so **please do not submit them** (unless requested by the Unit Convenor).

In a small number of cases, a lecturer may request you to submit a hard copy in class. Note that these hard copies are in addition to those submitted via iLearn. Information about submission for particular units is found in the detailed unit information on iLearn.

If a student is in any doubt about submission for a particular assignment, then s/he must contact the Unit Convenor for information well before the due date.

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Critical appraisals	25%	No	Week 5
Research proposal	50%	No	Week 12
Research proposal presentation	25%	No	Week 13

Critical appraisals

Assessment Type **1**: Qualitative analysis task

Indicative Time on Task **2**: 25 hours

Due: **Week 5**

Weighting: **25%**

In this assessment task, students will critically appraise two speech pathology treatment research papers. The papers will be from peer-reviewed, professional journals, and published within the previous two years. 700 words.

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.
- Formulate clinical and research questions that integrate knowledge of linguistics, psychology, neurology and physiology with specialised knowledge of communication and swallowing disabilities.
- 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.
- Analyse, evaluate and apply research methodologies to problems in speech pathology, taking account of client complexities that include physical, mental, and sociocultural characteristics.

Research proposal

Assessment Type **1**: Project

Indicative Time on Task ²: 50 hours

Due: **Week 12**

Weighting: **50%**

In this assessment task, 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. 2000 words.

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.
- 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.
- Analyse, evaluate and apply research methodologies to problems in speech pathology, taking account of client complexities that include physical, mental, and sociocultural characteristics.

Research proposal presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 25 hours

Due: **Week 13**

Weighting: **25%**

In this assessment task, students will present their research proposals, using visual and verbal presentation, in a simulated professional conference. 15 minutes.

On successful completion you will be able to:

- 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.
- Analyse, evaluate and apply research methodologies to problems in speech pathology, taking account of client complexities that include physical, mental, and sociocultural characteristics.
- Critically engage with peers while developing and disseminating new information about contemporary speech pathology research.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

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 Forum, shared googledocs etc.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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

If you are a Global MBA student contact globalmba.support@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.