

SPTH4210: Research Review

Online

Semester 1 - 2024



## OVERVIEW

<b>Course Description</b>	Students' prior learning of research methodology is reviewed in the context of speech pathology clinical research. Students review the current theoretical and empirical research literature in order to argue for a specific research question or direction for further research.
<b>Academic Progress Requirements</b>	Nil
<b>Requisites</b>	This course is only available to students enrolled in the Bachelor of Speech Pathology (Honours) [12318].
<b>Assumed Knowledge</b>	All core SPTH courses at 1000, 2000, and 3000 levels in the Bachelor of Speech Pathology, PSYC1010, PSYC1020, STAT1070 or STAT1020
<b>Contact Hours</b>	<b>Online</b> <b>Self-Directed Learning</b> Self-Directed 10 hour(s) per week(s) for 12 week(s) Online delivery - Canvas. discussion Forums, self-directed learning, student projects
<b>Unit Weighting Workload</b>	10 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Online</b> Dr Ben Bailey Ben.Bailey@newcastle.edu.au (02) 4921 5868 Consultation: Please email or phone for an appointment.
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site where relevant.
<b>School Office</b>	<b>School of Health Sciences</b> Room 302, ICT Building Callaghan SchoolHealthSciences@newcastle.edu.au +61 2 4921 7053

# SYLLABUS

<b>Course Content</b>	<ul style="list-style-type: none"><li>• Review of the research development process including obtaining support, clearances, and eventual dissemination</li><li>• Identifying and defining research problems</li><li>• Critical appraisal</li><li>• Interpreting data</li><li>• Ethical conduct in research</li><li>• Drafting and finalising documentation of a research/literature review</li><li>• Presentation of a research direction</li></ul>
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<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Acquire, critique, interpret and integrate knowledge from different sources (including contemporary theory, empirical research evidence etc.) with regard to theoretical and clinical validity, and methodology (strengths and limitations).</li><li>2. Identify, select and describe an area of research relevant to speech pathology practice with potential for further research (i.e., research question/gap/direction).</li><li>3. Argue for a methodologically feasible research question, gap, or direction.</li><li>4. Present and defend a logical argument in a professional manner.</li></ol>
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<b>Course Materials</b>	<p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"><li>• Dollaghan, C. A., (2007). A handbook for evidence-based practice in communication disorders. Baltimore, MD: Brookes, Paul H. Publishing Company.</li><li>• Ebbels, S. H. (2017). Intervention research: Appraising study designs, interpreting findings and creating research in clinical practice. <i>International Journal of Speech-Language Pathology</i>, Early Online: 1-14.</li><li>• Minichiello, V. et al (2003). Handbook of research methods for nursing and health sciences (2nd ed.). Frenchs Forest, NSW: Prentice-Hall Health.</li><li>• Muller, N. &amp; Ball, M.J. (2013). Research methods in clinical linguistics and phonetics: A practical guide. Malden, MA: Blackwell.</li><li>• Nelson, L. K. (2009). Research in communication sciences and disorders: Methods for systematic enquiry. Oxfordshire, UK: Plural Publishing.</li><li>• Schiavetti, N., Metz, D., &amp; Orlikoff, R. (2011). Evaluating research in communicative disorders. (6th Edition). Pearson Publishers.</li><li>• Publication manual of the American Psychological Association (7th ed). Washington, DC: American Psychological Association. (AVAILABLE AUCHMUTY LIBRARY). The library also has developed some online materials relating to use of APA-7th edition, please see this link: <a href="https://libguides.newcastle.edu.au/apa-7th">https://libguides.newcastle.edu.au/apa-7th</a></li></ul>
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- Other required/recommended reading will be individualised based on the topic of students' literature reviews (and therefore sourced by students individually). See Canvas for other resources and web links.

**Recommended Text:**

- Ferguson, A. & Armstrong, E. (2009). Researching communication disorders. London, UK: Palgrave, MacMillan.

## ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Research proposal	Friday 22nd March, 11:59pm (Wk 4)	Individual	10%	1, 2
2	Oral Presentation and line of argument outline	Friday 3rd May, 11:59pm (Wk 8)	Individual	25%	1, 2, 3, 4
3	Online feedback and discussion	Part A – Friday 17 May, 11:59pm (Wk 10) Part B – Friday 24 May, 11:59pm (Wk 11)	Group	20%	3, 4
4	Final Research Review	Friday 14 June, 11:59pm	Individual	45%	1, 2, 3

**Late Submissions**

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

### Assessment 1 - Research proposal

<b>Assessment Type</b>	Proposal / Plan
<b>Purpose</b>	1. Interpret and critique theoretical and empirical research literature with regard to - theoretical and clinical validity, and methodology. 2. Identify and select a worthwhile area with potential for further research. 3. Argue for a methodologically feasible research question or direction. 4. Present and defend a logical argument in a professional manner.
<b>Description</b>	See Canvas>Assessment
<b>Weighting</b>	10%
<b>Length</b>	500 words
<b>Due Date</b>	Friday 22 March, 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	See Canvas>Assessment
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

### Assessment 2 - Oral Presentation and line of argument outline

<b>Assessment Type</b>	Presentation
<b>Purpose</b>	1. Interpret and critique theoretical and empirical research literature with regard to - theoretical and clinical validity, and methodology. 2. Identify and select a worthwhile area with potential for further research. 3. Argue for a methodologically feasible research question or direction. 4. Present and defend a logical argument in a professional manner.
<b>Description</b>	See Canvas>Assessment
<b>Weighting</b>	25%
<b>Length</b>	See Canvas>Assessment
<b>Due Date</b>	Friday 3 May, 11:59pm
<b>Submission Method</b>	Online

<b>Assessment Criteria</b>	See Canvas>Assessment
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

### Assessment 3 - Online feedback and discussion

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	3. Argue for a methodologically feasible research question or direction. 4. Present and defend a logical argument in a professional manner.
<b>Description</b>	See Canvas>Assessment
<b>Weighting</b>	20%
<b>Length</b>	See Canvas>Assessment
<b>Due Date</b>	Part A - Friday 17 May, 11:59pm Part B - Friday 24 May, 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	See Canvas>Assessment
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

### Assessment 4 - Final Research Review

<b>Assessment Type</b>	Literature Review
<b>Purpose</b>	1. Interpret and critique theoretical and empirical research literature with regard to - theoretical and clinical validity, and methodology. 2. Identify and select a worthwhile area with potential for further research. 3. Argue for a methodologically feasible research question or direction.
<b>Description</b>	See Canvas>Assessment
<b>Weighting</b>	45%
<b>Length</b>	3,000 words
<b>Due Date</b>	Friday 14 June, 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	See Canvas>Assessment
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## ADDITIONAL INFORMATION

#### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory

		development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

### Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

### Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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**RELATIONSHIP OF COURSE OBJECTIVES TO: COURSE ASSESSMENT ITEMS, UON GRADUATE ATTRIBUTES AND LEARNING OUTCOMES<sup>1</sup>, AND SPEECH PATHOLOGY AUSTRALIA'S PROFESSIONAL STANDARDS<sup>2</sup>**

Course Learning Outcomes	University of Newcastle Graduate Attributes and Learning Outcomes				
	Attributes	Life Ready Graduates: 'Work Ready' ~ 'Healthy and Well' ~ Community Minded'			
	Learning Outcomes	SPA Professional Standards: Domains (standards, elements)			
	Assessments	Practice area (Communication/swallowing)	Domain 1: Professional Conduct	Domain 2: Reflective Practice & Life-long Learning	Domain 3: Speech Pathology Practice
1. Critique research	Written assignments	Communication Swallowing	1.1a, c, d 1.3f 1.4b, c, d 1.7a, c	2.2a, b, c 2.4a 2.5a, b 2.6a 2.7a, c, d, e	3.1a 3.6a
2. Identify area	Written assignments	Communication Swallowing	1.1a, c, d 1.3f 1.4b, c, d 1.7a, c	2.2a, b, c 2.4a 2.5a, b 2.6a 2.7a, c, d, e	3.1a 3.6a
3. Develop question	Written assignments	Communication Swallowing	1.1a, c, d 1.3f 1.4b, c, d 1.7a, c	2.2a, b, c 2.4a 2.5a, b 2.6a 2.7a, c, d, e	3.1a 3.6a
4. Argue for question	Written assignments Presentation	Communication Swallowing	1.1a, c, d 1.3f 1.4b, c, d 1.7a, c	2.2a, b, c 2.4a 2.5a, b 2.6a 2.7a, c, d, e	3.1a 3.6a

1. University of Newcastle's strategic plan 2020-2025: Looking Ahead (<https://www.newcastle.edu.au/our-uni/strategic-plan/life-ready-graduates>)

2. Speech Pathology Australia (2020). Professional standards for speech pathologists in Australia ([https://www.speechpathologyaustralia.org.au/SPAweb/Resources\\_For\\_Speech\\_Pathologists/Professional\\_Standards/Professional\\_Standards/SPAweb/Resources\\_for\\_Speech\\_Pathologists/CBOS/Professional\\_Standards.aspx?hkey=583a56af-74e0-4111-95fa-656502269967](https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/Professional_Standards/Professional_Standards/SPAweb/Resources_for_Speech_Pathologists/CBOS/Professional_Standards.aspx?hkey=583a56af-74e0-4111-95fa-656502269967))