

EVIDENCE-BASED PRACTICE IN COMMUNICATION DISORDERS

AUD 7339, SPRING, 2013

Course Information

Time: Monday, 9:00-12:00 p.m.
Location: Callier Dallas, Room J204
Course Credits: 3

Professor Contact Information

Instructor: Linda Thibodeau, Ph.D.
Telephone: 214.905.3108
Email: thib@utdallas.edu
Office Hours: Wed, 10-11, by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Honest uncertainty about one or more aspects of clinical practice in communication disorders and a willingness to think critically.

Course Description

This course concerns an expanded version of the framework known as evidence-based practice (EBP), in which credible evidence derived from scientific research, from clinical practice, and from patients themselves is identified and incorporated into clinical decision-making. Students will learn how to ask strong and answerable questions about evidence, how to find potentially valuable evidence, how to appraise evidence critically, and how to design, present and defend a strong and credible study of their own.

Student Learning Objectives/Outcomes

1. Describe the origins, characteristics, strengths and limitations of evidence-based practice (AUD Std IV-B15; SLP Std III-F)
2. Conduct efficient and effective electronic searches for external scientific evidence (AUD Std IV-B15, E12; SLP Std III-F)
3. Define and apply the criteria for appraising the validity of evidence (AUD Std IV-B15, E12; SLP Std III-F)
4. Define and apply the criteria for appraising the importance of evidence (AUD Std IV-B15, E12; SLP Std III-F)
5. Describe a systematic approach to integrating evidence from external scientific research, from clinical practice, and from patients into clinical decision-making (AUD Std IV-B15, E12; SLP Std III-D, F)
6. Plan a research study consistent with EBP principles and criteria (AUD Std IV-B15; SLP Std III-F)

Required Textbook

Dollaghan, C. A. (2007). *The handbook for evidence-based practice in communication disorders*. Baltimore: Brookes. [Note: available in Callier library]

Additional Required Readings –

Articles To Be Assigned and Chapters from

Wong, L. and Hickson, L (2012). Evidence-Based Practice in Audiology: Evaluating Interventions for Children and Adults with Hearing Impairment. San Diego: Plural Publishing.

Recommended sections for Research Proposal papers (10 pages minimal, 15 max)

I. Background and rationale, including at least one PICO question and a summary table listing quality feature ratings from your critical appraisals of at least 5 key studies discussed in your background and rationale

II. Proposed Methods (Participants, procedures, measures, analyses; include research design, plans for sampling, reliability and validity of measures, alpha level, estimates of statistical power, effect size, and sample size and discuss how you will avoid threats to internal validity)

IV. Proposed Results and Conclusion (Text summarizing hypothetical results including tables/graphs of Mock Data)

V. References (American Psychological Association format)

Grading Policy

Grades will be determined according to the following elements:

- 25% Active participation in all class sessions, presentations, including attendance and timely, completion of assignments
 - 25% Poster presentation-based on final version presented at PACE
 - 50% Paper-based on final version due May 6th
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ASHA STANDARDS ADDRESSED IN THIS CLASS: How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated

Speech-language pathology Standard III-D

The applicant must possess knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders

- *Knowledge will be conveyed via class lectures and readings.*
- *Acquisition will be demonstrated via class discussions and assignments.*

Speech-language pathology Standard III-F

The applicant must possess knowledge of processes used in research and the integration of research principles into evidence-based clinical practice

- *Knowledge will be conveyed via class lectures and readings.*
- *Acquisition will be demonstrated via class discussions and assignments.*

Audiology Standard IV-B15

The applicant must demonstrate knowledge of principles and practices of research, including experimental design, statistical methods, and application to clinical applications.

- *Knowledge will be conveyed via class lectures and readings.*
- *Acquisition will be demonstrated via class discussions and assignments*

Audiology Standard IV-E12

The applicant must have the knowledge and skills necessary to assess efficacy of interventions for auditory and balance disorders

- *Knowledge will be conveyed via class lectures and readings.*
- *Acquisition will be demonstrated via class discussions and assignments*

Students will demonstrate the following skills:

1. Critically appraise external scientific evidence on diagnosis and screening
Measured by: assignments
2. Critically appraise external scientific evidence on treatment
Measured by: assignments
3. Critically appraise evidence from meta-analyses and systematic reviews
Measured by: assignments
4. Synthesize current best evidence on a clinical question
Measured by: poster presentation and paper
5. Use principles of evidence-based practice to design a study of a clinical question
Measured by: poster presentation and paper

Course Policies

Extra Credit - Extra credit will not be offered.

Late Work - Late work will not be accepted.

Class Attendance - Required for all sessions.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Proposed Schedule

Date	Topic	Due at the class (upload to eLearning BEFORE class)
01/14	Introduction Chap 1,2	Brainstorm regarding a research question of your choice, keeping PICO in mind.
01/28	Questions and searches Chap 3	Complete PubMed tutorial at http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/ Conduct a search on a PICO question of your choice via PubMed; Write a summary of your search results and comment regarding your success.
02/04	Validity of evidence Chap 4	Describe 2 studies related to your question with relatively good internal validity. (2 pages)
02/11	Importance of evidence Chap 5	Submit PACE proposals according to the forms provided.
02/18	Critical appraisal of SRs and meta-analyses Chap 8	Complete CASM form for the assigned article and explain reasoning for each rating briefly.
02/25	Critical appraisal of treatment evidence Chap 6	Complete CATE form for the assigned article and explain reasoning for each rating briefly. First draft of your poster: background and rationale, research question, proposed methods
03/04	Poster Presentations	Second draft of your poster: background and rationale, research question, proposed methods, proposed results, conclusions, references
03/11	<i>Spring Break – no class</i>	
03/18	Critical appraisal of diagnosis/screening evidence Chap 7	Complete CADE form for the assigned article and explain reasoning for each rating briefly. Outline of Research Proposal Paper
3/20	PACE	Present poster to faculty/students at PACE
03/25	Review of PACE Comments	First draft of paper through proposed methods
04/01	EBP-Audiology Topics	Presentations on Assigned Audiology Topic-TBA
04/08	EBP-Audiology Topics	Presentations on Assigned Audiology Topic-TBA
04/15	EBP-Audiology Topics	Presentations on Assigned Audiology Topic-TBA
04/22	Appraisal of Patient/Practice Evidence Chap 9,10	Final Draft of paper through conclusions
04/29	Decision aids	Peer Review of assigned paper
05/06	Individual meetings	Final paper due