CSD 9649 – Clinical Applications of Evidence Based Practice for Clinicians

1.0 COURSE INFORMATION

Instructor: Dr. Lisa Archibald  
Rm 2597, Elborn College  
Ext. 82753  
larchiba@uwo.ca

Office Hour: Wednesdays, 11 to noon, or by appointment

Dates and Times: Fall: Thursdays, 2:00-3:30, as scheduled; Winter: TBA

TA: Joseph Munn (Fall & Winter); Winter TA: TBA  
Rm 2524, jmunn3@uwo.ca

2.0 RESOURCES

Course notes and (optional) textbooks from CSD9639Q will be a useful resource.

3.0 COURSE OBJECTIVES

Goal of the course: Evidence-based practice is the conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual clients. The goal of CSD 9649 is to provide students with practice in critically evaluating the evidence base relevant to a clinical question.

Objectives

(1) To apply skills gained in CSD9639 to formulate an answerable clinical question, and search for relevant sources of information,

(2) To apply skills gained in CSD9639 to critically appraise published research, and data (if available).

4.0 POLICIES

Statement of Academic Offences

Scholastic offences are taken seriously. Students are responsible for understanding the nature of, and avoiding the occurrence of, plagiarism and other academic offenses, and are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate, and by proper referencing such as footnotes or citations. All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the
reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

**Appealing academic evaluations**
Students are referred to the CSD student handbook for policies regarding appeals.

**Rules of Conduct in the Classroom**
Students are expected to maintain the same high standards of conduct and moral judgment in the classroom as will be expected when they become Speech-Language Pathologists/Audiologists. Therefore, they are asked to comply with the following reasonable expectations for classroom conduct:

1. Students and the instructor will behave in a manner that is welcoming, supportive, and respectful of cultural and individual differences at all times.
2. Students are expected to participate in the course by asking questions and contributing comments during lectures.
3. *Conduct that could distract fellow students or the instructor during a lecture must be avoided.* This includes but is not limited to talking when others are speaking, passing notes, sleeping, and overt inattention.
4. Please arrive on time for class. If you are unavoidably late, please enter quietly and take the nearest seat.
5. Cell phones, MP3 players, and PDAs are to be turned off during class. Receiving and sending text messages should not be undertaken during the lecture.
6. Computers may be used solely for course purposes, e.g., taking notes. Students must not browse the web, use email or engage in instant messaging during class.

**Support Services – Health and Wellness**
As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page http://www.music.uwo.ca/, and our own McIntosh Gallery http://www.mcintoshgallery.ca/. Information regarding health- and wellness-related services available to students may be found at http://www.health.uwo.ca/

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: http://www.health.uwo.ca/mental_health/module.html. This module is 30 minutes in length and provides participants with a basic understanding of mental health issues
and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

5.0 COURSE FORMAT

In this course, students will apply the principles of evidence-based practice learned in CSD9639Q to evaluate a clinical topic of interest. The course involves independent study, as well as some meetings with the instructor. Progress through the assignments is largely self-directed.

Students may work individually or in pairs on the course project. If you plan to work with a partner, please discuss your topic with your instructor to ensure there is sufficient scope for a partnered project.

6.0 EVALUATION

In this course, your evaluation will be based on the completion of a critical review on a topic of your choosing. The review will include a critical appraisal of published papers on a particular topic. Optionally, the review could incorporate clinical data or research data that addresses the question posed (see below). A good guideline for reviews entirely based on a critical review of published literature is that the review includes 6-10 articles. Please note: having fewer than 6 available articles does not preclude you from studying that topic, just check with your instructor, if this is the case. For reviews incorporating data, the available published reports addressing the question might be considerably fewer.

Optional data collection: Some reviews may include the presentation and analysis of relevant data. Data might be available through ongoing research projects being conducted by CSD faculty members. If this is the case, the CSD faculty member will manage (together with the student) ethics approval and consent processes. Alternatively, data collected as a part of normal clinical practice may be reported. In this latter case, these data are not collected for research purposes and, as a result, no ethics approval is required. However, the individual providing the clinical data should be asked to provide consent for the use of the data for educational purposes. See the OWL site for more information about this process, and the course consent form for this purpose. As the instructor, I am happy to talk to any clinicians who might be involved and assisting in this process in a supervisory or other capacity.

Reviews will be evaluated in stages throughout the course. Due dates and course weightings are as follows with more detailed descriptions provided below:

<table>
<thead>
<tr>
<th>Grading Plan</th>
<th>(optional; no contribution to the course grade)</th>
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<tbody>
<tr>
<td>Individual Meetings</td>
<td></td>
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<tr>
<td>Assignments</td>
<td></td>
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<tr>
<td>Statement of research question and annotated bibliography</td>
<td>10% Dec. 6th</td>
</tr>
<tr>
<td>Draft of Conference Proceedings: Introduction, Method, Results</td>
<td>20% March 5th</td>
</tr>
<tr>
<td>Final Conference Proceedings</td>
<td>35% April 17th</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>35% April 9th (tentative)</td>
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Description of Course Evaluation Components

Suggested Milestones
Progress through the assignments in this course is largely self-directed. To assist you with your planning, suggested milestones and dates are listed below:

- Generation of the evidence-based research question – suggested date: Nov. 1st
- Finding and determining materials to be included in the review – suggested date: Nov. 30th
- Critical evaluation of assembled materials – suggested date: Feb. 28th
- Conclusions and clinical recommendations – suggested date: Mar. 27th

Individual Project Meetings
The purpose of individual (or paired, if appropriate) meetings with your assigned instructor is to assist you with progress on your project. Individual project meetings are encouraged but optional. Students will have the option to meet with the instructor or TA approximately once per month starting Oct. 3rd.

It is a professional courtesy to provide 24 hrs notice if you do not intend to attend a scheduled meeting. It is understood that there may be exceptional circumstances in which providing 24 hrs notice may not be possible, but whenever reasonably possible, please provide at least 24 hrs notice if you do not plan to attend your individual project meeting. You may schedule additional meetings with the instructor or TAs, at your discretion.

Statement of Research Question and Annotated Bibliography
In order to begin a critical appraisal project, you must settle on an appropriate research question and find relevant articles. For this assignment, you will prepare a 1-2 page statement that states your question, briefly summarizes your rationale, and lists the articles you will include in the review. Provide a 2-5 sentence annotation describing the purpose and study design reported in each article. An example of a past statement is provided on the OWL site. The statement should be submitted through the OWL site.

For grading purposes, equal consideration will be given to the following components:
- Writing style (i.e., organization, grammar, spelling)
- Question is clinically relevant, and in an answerable format.
- Rationale and background information is adequate.
- Article list is sufficient and complete.
- Annotations provide clear context without critically evaluating study

Conference Proceedings – Draft and Final
The purpose of the conference proceedings is to acquaint you with the process of writing a short synopsis of results (4-6 pages in length, including references) suitable for submission as a brief report to clinical journals. To assist you in formatting your submission, you will find an electronic template, and links to electronic copies of past years proceedings on OWL. Please be sure to use the template!

The final conference proceedings will include the following sections, at minimum: Abstract, Introduction, Methods, Results, Recommendations, and References. However, the draft of your conference proceedings may only include a subset of these sections. Assignments should be
submitted through the OWL site. There is no penalty for not submitting a draft assignment. For students who do not submit a draft, the final conference proceedings will be worth 55% of the course grade.

For grading of the draft proceedings, equal consideration will be given to the following components:
- Writing style (i.e., organization, grammar, spelling)
- Student has properly evaluated the methodology of each article.
- Student has properly evaluated the statistical treatment of data within each article.
- Student is able to clearly identify the purpose of each article, gauge the extent to which the paper supports its stated hypotheses, and relate it to his/her overall research question.
- Student makes a clear statement regarding the level of evidence provided by each article.

For grading of the final proceedings, all of the components listed above will be considered in addition to the following components:
- Student provides an integrated discussion of the findings
- Student presents a clear recommendation (i.e., a statement that goes beyond “more work needs to be done”).
- Student incorporates feedback provided by the Instructor or TA on the draft proceedings

**Poster Presentation**

The purpose of the poster presentation is to acquaint you with the process of creating a poster presentation suitable for submission to professional conferences. You will “present” your poster to your evaluators, at which time you will be asked questions about your topic, the results reviewed, and your conclusions. To assist you in formatting your poster, you will find tips and instructions, an electronic template, and copy of posters from previous years on OWL.

For grading of the poster, the components listed below will be given equal consideration:
- Student makes appropriate use of available poster space.
- Student answers questions related to the critically appraised topic in a knowledgeable way.
- Student provides a clinically relevant rationale for the topic
- Student has properly evaluated the methodology of included articles.
- Student has properly evaluated the statistical treatment of data within included articles.
- Student provides a clear summary of the extent to which the reviewed articles address the question, and the confidence in the evidence accumulated.
- Student provides a clinically relevant recommendation supported by the evaluation of the literature.

**TENTATIVE SCHEDULE**

**Initial Meetings (Room 1548)**

<table>
<thead>
<tr>
<th>Date (Tuesdays)</th>
<th>Time</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Sept. 12</td>
<td>2-3pm</td>
<td>Organizational meeting</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>2-3:30pm</td>
<td>Topic searches (optional) - please bring your computer</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>2-3:30pm</td>
<td>Topic searches (optional) - please bring your computer</td>
</tr>
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</table>
Individual Project Meetings (FALL TERM; WINTER TERM schedule to be determined)

- Please let the Instructor know if you are not attending your meeting
- You may SWAP times to suit your schedule
- You are welcome to schedule a separate meeting with the Instructor if you want to meet earlier in the month, for longer than 15 minutes, or more often...