Instructor: Jessica Conn, MS., CCC-SLP
Office: HSTC 205B
Office Phone: 936-468-1330
Other Contact Information: 936-468-1252 (SLP Office)

Course Time & Location: Thursday 5:00 pm – 5:50 pm
Office Hours: M 2:00 – 5:00; R: 11:00 – 1:00
Credits: 1
Email: connjl@sfasu.edu

Prerequisites: Admission into the SLP graduate program; grade of C or better in SPSY 5331

I. Course Description: This course provides students with an opportunity to develop critical thinking, scholarly writing skills, and research abilities while developing their CAPSTONE proposals. Students will develop and submit an acceptable research/project proposal by the end of the course.

Course Justification: SPHS 5109 “CAPSTONE Proposal” (1 credit hour) is required for all students in the Speech-Language Pathology graduate program. This course follows a hybrid format in which we will replace half of the time we would normally spend together in class with thoughtful exchanges online. In our class sessions, we will spend the majority of our time considering more difficult concepts and learning the necessary skills. In-class and out-of-class requirements are as follows:
- In-class time (1 hour weekly): We will have one 50-minute class each week in which we will focus on the development of your research proposal, including the submission and approval from the IRB. You will also complete brief quizzes and other assessments during the sessions.
- Out-of-class time (~3 hours weekly): Outside of class, expect to complete additional readings, trainings, writing assignments, and assessments.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.
This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- Standard I: Degree
- Standard II: Education
- Program Standard III:
- Program of Study
- Standard IV: Knowledge of Outcomes
  - IV-E: The applicant must demonstrate knowledge of standards of ethical conduct.
  - IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
- Standard V: Skills
- Outcomes Standard VI:
- Assessment
- Standard VII: Speech-Language Pathology Clinical Fellow
- Standard VIII: Maintenance of Certification

Program Learning Outcomes (PLO): This course supports the Speech-Language Pathology Program Learning Outcomes (PLO) I and III. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders (Dysphagia).
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes into planning Capstone projects and in clinical practice.

Student Learning Outcomes (SLO): At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

1. The students will demonstrate an understanding of various models of successful research in the field of Speech-Language Pathology.
2. The student will demonstrate critical thinking skills in the review and critique of literature.
3. The student will demonstrate enhanced technical writing skills in the completion of the CAPSTONE proposal.
4. The student will demonstrate an enhanced ability to make effective use of feedback in scholarship activity and knowledge of the process of publication.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

A. CITI Training: Students must provide documentation of completion and 80% passing score of the online Collaborative Institutional Training Initiative (CITI) (http://www.citiprogram.org/) on the Office of Research and Sponsored Programs Website. The date of the passing score/documentation should
occur within the semester of enrollment in SPSY 5331 (fall) or SPHS 5109. You need to complete the following courses:

a. Social and Behavioral Research – Basic Course

B. CAPSTONE Assignments: Students may work in pairs on the CAPSTONE project or individually. No more than two students per group will be accepted.

a. You will work with your faculty mentor in the identification of a content area that will guide the review of literature.

b. You will submit a problem statement

c. You will complete a comprehensive review of the literature that results in an overview that establishes a clearly defined rationale for the study leading to the development of a focused research question.

d. You will submit well-developed, problem-based, research question(s).

e. Work with your faculty mentor in the development and successful approval of your project from Stephen F. Austin State University’s Institutional Review Board (IRB).

f. Work with your faculty mentor in the development of the CAPSTONE proposal, including the introduction (lit review) and methods.

g. You will present the final proposal to the class on the scheduled day of the final exam.

IV. Evaluation and Assessments (Grading):

| CITI Training (completion of 80% or better) | 25 | A = 251 – 280 |
| APA Assignment | 15 | B = 223 – 250 |
| Problem Statement | 15 | C = 195 – 222 |
| Research Questions | 25 | D = 167 – 194 |
| Article Presentation | 25 | F = below 166 |
| Introduction (including Lit. Review) | 50 |
| Methods | 50 |
| IRB submission | 25 |
| Final Proposal Presentation | 50 |
| Total Possible Points | 280 |

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>CAPSTONE Introduction (Brightspace)</td>
<td>Chapter 1 Capstone Handbook</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/25</td>
<td>Qualitative Research Methods (Class)</td>
<td>CAPSTONE Topic Search</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/1</td>
<td>Quantitative Research Methods (Class)</td>
<td>The Writing Process</td>
<td>Submission of CAPSTONE topic ()</td>
</tr>
<tr>
<td>4</td>
<td>2/8</td>
<td>APA Style (class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/15</td>
<td>Problem Statements (Class)</td>
<td>Writing Research Questions</td>
<td>APA Assignment due (2/18)</td>
</tr>
<tr>
<td>6</td>
<td>2/22</td>
<td>Writing the Introduction and Literature Review (class)</td>
<td>Chapter 2 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/29</td>
<td>Research Ethics and IRB Process (Brightspace)</td>
<td></td>
<td>Problem Statement/Research Questions Due (3/3)</td>
</tr>
</tbody>
</table>
VI. Readings:
Required:


Recommended:

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information:  

Institutional Absences (HOP 04-110)  
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity  
The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX. Resources
On-campus Resources:
• The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents
  936.468.7249
dos@sfasu.edu
• SFASU Counseling Services • www.sfasu.edu/counselingservices
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
• SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
  Human Services Room 202 • 936-468-1041
• The Health and Wellness Hub “The Hub”
  Location: corner of E. College and Raguet St.
  o To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    ▪ Health Services
    ▪ Counseling Services
    ▪ Student Outreach and Support
    ▪ Food Pantry
    ▪ Wellness Coaching
    ▪ Alcohol and Other Drug Education
      www.sfasu.edu/thehub
      936.468.4008
      thehub@sfasu.edu
  • Crisis Resources:
    o Burke 24-hour crisis line 1(800) 392-8343
    o National Suicide Crisis Prevention: 9-8-8
X. Additional Information:

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Online Content in Courses (Adapted from the University of Denver).

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

If we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Dean of Students Office and subject to both legal sanctions for violations of copyright law and disciplinary action.

Certification/Licensing Requirements in Texas
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the PRAXIS exam (additional information available at https://www.ets.org/praxis/site/test-takers/register.html). YOU must provide legal documentation to be allowed to take this mandated examination that is related to ASHA certification. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Jennifer Fry at 936-468-1092 or Jennifer.Fry@sfasu.edu.

XI. Other Relevant Course Information:

Communication for this course will be done in class, through Brightspace, and email. Please check Brightspace and your SFASU email often to get announcements, print out handouts, check your grades, etc. All responses to emails and phone calls will be made within 48 hours, Monday through Friday, from the date of initial contact. If contact is made on the weekend, a response will be delivered on the Monday following the initial contact.

- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741