

## CLSC 6271 Advanced Practicum in Assistive Technology – Syllabus Spring 2008

Topic	Intro to Research and Advanced Clinical and AT Device Skills
<b>Time, Day, Location</b>	<p>The Advanced Practicum in Assistive Technology (AT) introduces students to research in the area of AT and supports the advancement of clinical skills in AT assessment and implementation. Advanced Practicum meets as a group on Friday from 8:30 to 9:30 in the Classroom and has won the un-official name of “Journal Club.” This year it is adding some second hour sessions for the purpose of learning how to use and apply specific AT devices, software, &amp; hardware.</p> <ul style="list-style-type: none"> <li>• 200 documented hours over the course of a year</li> <li>• Instruction in use of 21 AT devices over the course of a year (7 each semester)</li> <li>• Observation of AT evaluations in the ATP clinic</li> <li>• Work as research assistants for ongoing ATP research.</li> <li>• After an introductory period, students will choose a research or clinical emphasis.</li> <li>• Other Practicum experiences may be scheduled and held at agreed-upon sites negotiated between practicum trainees and their mentors.</li> </ul> <p>For weather-related closings, call UCHSC at (303) 372-0000.</p>
<b>Faculty</b>	<p><b>Laura Meyer, MS, OTR:</b> (303) 315-1287 e-mail: <a href="mailto:Laura.meyer@uchsc.edu">Laura.meyer@uchsc.edu</a>  <b>Jim Sandstrum, MA, CCC-SLP</b> (303)315-1288 e-mail: <a href="mailto:jim.sandstrum@uchsc.edu">jim.sandstrum@uchsc.edu</a>  <b>Mary Ellen Buning, PhD, OTR, ATP:</b> (303) 315-1277 e-mail: <a href="mailto:Maryellen.buning@uchsc.edu">Maryellen.buning@uchsc.edu</a>  <b>Maureen Melonis, MNA, CCC-SLP:</b> (303) 315-1283 e-mail <a href="mailto:maureen.melonis@uchsc.edu">maureen.melonis@uchsc.edu</a>  <b>Cathy Bodine, PhD, CCC-SLP:</b> (303) 864-5111 e-mail <a href="mailto:cathy.bodine@uchsc.edu">cathy.bodine@uchsc.edu</a></p>
<b>Brief Course Description</b>	<p><b>The Journal Club</b> focuses on:</p> <ul style="list-style-type: none"> <li>• Supporting and enabling students to locate, file, review and critically analyze AT research,</li> <li>• Developing the writing skills needed to support advanced practice.</li> <li>• Learning and certifying in the Colorado Multiple Institutional Review Board (COMIRB) process,</li> <li>• Developing bibliographic reference skills, Medline/Ovid search skills,</li> <li>• Acquiring advanced MS Word skills</li> <li>• Learning basic research methods (including case study) and statistics-related topics.</li> </ul> <p>Over the course of 3 semesters, students will learn how to use 15 AT. Each student will be expected to teach implementation of one item to their classmates. Students’ grades for this assignment will be based on a technology</p>

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	<p>teaching rubric.</p> <p><b>200 Hours:</b> Over the course of the year, students must earn 200 hours divided among the following categories:</p> <p><b>Technology Teaching</b> – 50 hours (learn a piece of technology and teach it to your peers in the summer and fall during a one-hour training session. Develop support materials and a presentation. Grading based on teaching technology rubric.</p> <p><b>Research</b> with Mentor as a Graduate Research Assistant (GRA)– 35 hours</p> <p><b>Clinical Observation</b> – 40 hours</p> <p><b>Research Emphasis or Clinical Emphasis</b> – 75 hours. By March 21, students will determine their emphasis, which will guide their work for the remainder of the year.</p> <p><b>Research Emphasis:</b> The student will complete 75 hours of work to develop and write the protocol for a research idea that branches off of the work being done by their research mentor, i.e. extend the mentor’s project topic into the area of low incidence disabilities and AT. The research emphasis will result in a document based on the format of a COMIRB protocol. This process will include:</p> <ul style="list-style-type: none"> <li>• Using a peer review process and PowerPoint presentations for developing and refining their ideas.</li> <li>• Developing a written research protocol (with statement of the problem with a research hypothesis, literature review, and methods, i.e., subjects, recruitment, instruments, procedure, data analysis method) of the quality required for a COMIRB submission.</li> <li>• Submitting drafts of the project at two specified time points with a final PowerPoint on October 31, November 7, 14, or 28 and a final paper in APA Style format submitted on November 28.</li> </ul> <p>Research mentors, AT Partners faculty, and resources from the broader University community will support students in this process. As a project develops, progress and preliminary results will be presented during class meetings. Students can expect to present their work twice—in preliminary form during the Summer and in completed form in the Fall semester. This schedule will be developed as the semester/year progresses.</p> <p><b>Clinical Emphasis:</b> The student will complete 75 hours of work to choose a client who could benefit from greater AT intervention and develop a case study project. The clinical emphasis will result in a publication quality case study—the most basic level of evidence in research. This process will include:</p> <ul style="list-style-type: none"> <li>• Using a peer review process and PowerPoint presentations for developing and refining their ideas</li> <li>• A case study will require selecting a client, conveying the client’s social and physical history, developing a treatment plan, describing and using evidence to support treatment interventions, collecting data and</li> </ul>

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	<p>summarizing results. The paper should show clear evidence of a treatment hypotheses and critical thinking or clinical reasoning.</p> <ul style="list-style-type: none"> <li>• Submitting drafts of the project at quarterly time points with a final PowerPoint on October 31, November 7, 14, or 28 and a final paper in APA Style format submitted on November 28.</li> </ul> <p><b>Blackboard:</b> The University supports this web-based tool for teaching and learning. It will be used as a means to distribute course materials and support discussion and sharing of research or practice-related resources. Once all students are subscribed, instructions on how to log on and use Blackboard resources will be provided.</p> <p><b>Web Address for Blackboard:</b> <a href="https://blackboard.cudenver.edu/">https://blackboard.cudenver.edu/</a> (Once you are subscribed this course will appear on your list of courses.)</p>
<b>Textbooks, Readings and Instructional Resources</b>	<p><b>Required Resource:</b> EndNote by Thompson ResearchSoft at: <a href="http://www.endnote.com/">http://www.endnote.com/</a> EndNote 9 for Students = \$109.99 (Available in the Health Sciences bookstore)</p> <p><b>Suggested Resources:</b> Creswell, J. W. (2002). <i>Educational research: planning, conducting and evaluating quantitative and qualitative research</i>. Merrill Prentice Hall: Upper Saddle River, NJ Girden, E. R. (2001). <i>Evaluating research articles: From start to finish</i>. (2<sup>nd</sup> Ed.). Sage Publications: Thousand Oaks, CA. <i>Publication Manual of the American Psychological Association</i> (5<sup>th</sup> ed.). (2001). Washington, DC: APA</p>
<b>Policy on Attendance</b>	<p>Attendance at journal club is expected. You are responsible for your own communication with the instructors/mentors. Students who miss class (or a portion of class) are responsible for obtaining the content from another class member. Students should understand that this does not fully substitute for attendance and some content will be missed. Any unexcused absence requires a conference with the instructor, and may result in additional assignments or an incomplete. The instructor will discuss excused versus unexcused absences in class.</p>
<b>Course Grading</b>	<p>Student performance in this course will be graded on a letter grade scale based on the rubric developed for this course and practicum. Rubrics will be available on Blackboard. (<a href="https://blackboard.cudenver.edu/">https://blackboard.cudenver.edu/</a> )</p>
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Prepare for advanced AT practice in which scholarly writing is used to substantiate the need and provide a rationale for the choice of specific AT interventions.</li> <li>2. Acquire the certifications and knowledge needed to engage in research within the graduate program.</li> </ol>

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	<ol style="list-style-type: none"> <li>3. Learn to use electronic and print library resources to search for, locate and acquire relevant references for papers, presentations and other graduate coursework.</li> <li>4. Locate appropriate references to support ideas and opinions in professional writing and speaking related to AT.</li> <li>5. Use an electronic bibliographic reference tool (EndNote) to support ongoing scholarly and professional work.</li> <li>6. Demonstrate competence in review of the literature as evidenced by ability to explain the meaning of a journal article, evaluate the quality of the research work, and identify its strengths and weaknesses.</li> <li>7. Demonstrate professional presentation skills.</li> <li>8. Demonstrate the ability to develop a research project or case study with the required components.</li> <li>9. Demonstrate clinical assessment and intervention skills with regard to AT.</li> </ol>
<b>Class Policies</b>	<ol style="list-style-type: none"> <li>1. Assignments should be turned in electronically using the Blackboard drop box (to be demonstrated) and <i>also</i> printed and turned in as hardcopy. Assignments should include name, daytime phone number, and email address to facilitate contact between the instructor and the student. Files should be named as follows: lastname_6271_assignmentname.doc or as an example: smith_6271_draft1.doc</li> <li>2. Each student is expected to come to class prepared. This includes having done assigned readings and projects.</li> <li>3. New University policy requires that all students have access to a computer with at least a certain capability level (see Catalog, Uncatalog, etc.). Students will be required to make use of computer resources in several different ways in this class, including the Internet assignment, communication (e.g., class announcement) via e-mail, and, potentially, accessing some materials needed for class via the Web.</li> <li>4. APA Style (5th edition) is required by the College of Education and this class. All assignments should be typed and double-spaced.</li> <li>5. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.</li> <li>6. Any student with a disability documented through Student Services is encouraged to contact the instructor immediately so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students.</li> </ol>

## Spring 2008 Course Table

The following table includes the topics for each class meeting

#	Date	Topic
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#	Date	Topic
1	1/25/08	Review of syllabus, documents & expectations.
2	2/1/08	Professional and scientific writing and advanced Microsoft Word (2 hours)
3	2/08/08	Introduction to research, including COMIRB and HIPAA permissions
4	2/15/08	Searching with Ovid, Ovid tips and integration with Endnote (Part 1)
5	2/22/08	The basics: Types of research, levels of data & research terminology
6	2/29/08	Anatomy of a case study
7	3/7/08	Anatomy of a research article
8	3/14/08	Searching with Ovid, Ovid tips and integration with Endnote (Part 2)
9	3/21/08	Spring Break
10	3/28/08	Present and discuss preliminary idea for your case study or research option idea in an open forum
10	4/04/08	Demonstration of research article critique
11	4/11/08	Get organized for research article critiques
12	4/18/08	Presenters 1, 2, 3
13	4/25/08	Presenters 4, 5, 6
14	5/2/08	Presenters 7, 8, 9
15	5/09/08	Presenters 10, 11, 12
16	5/16/08	Presenters 13, 14, 15