



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2022	Course: CSAD 148 Research in Speech - Language Pathology and Audiology.	Section: 01 02 03
Meeting Days: Tuesdays, Thursdays	Meeting Times: 7:30-8:45am (Section 2) 10:30-11:45am (Section 3) 12:00-1:15pm (Section 1)	Location: Web Online for first two weeks Sections 1 and 3 FLS 1063 All exams in person
Instructor: Tonia Davis, PhD, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278-6654
Office Location: Folsom Hall 2404D	Office Hours/Appointments: Wednesdays 10am-1pm and by appointment	

Catalogue Course Description:

CSAD 148. Research in Speech - Language Pathology and Audiology. 3 Units

Prerequisite(s): [CHDV 30](#), [DEAF 51](#), [PSYC 2](#), STAT1, [CSAD 110](#), [CSAD 111](#), [CSAD 112](#), [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), and [CSAD 145](#).

Term Typically Offered: Spring

Survey of research strategies and methods in Speech-Language Pathology and Audiology. Statistical procedures and single-subject designs. Emphasis on interpreting research reports in the literature and on developing research projects. Writing research proposals and reports.

Place of Course in Program

Students enrolled in the undergraduate program in communication sciences and disorder will generally take this course in the spring of senior year. As part of the class, students will engage with classmates to develop and present a group research project. Students will apply knowledge acquired from other coursework to learn how to read research, develop a research question, determine a method of study, and present results in poster format.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y

Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help students establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 148 SPECIFIC STUDENT LEARNING OUTCOMES:

1. The student will demonstrate knowledge of the scientific method, science, research design, and the theory and use of statistics in research.
2. The student will demonstrate knowledge of evidence-based practice, basic vs. applied research, bias, validity and reliability.
3. The student will demonstrate how to develop, conduct, and interpret research.
4. The student will describe a topic conducive to experimental research and employ appropriate methods for conducting a literature search on that topic.
5. The student will demonstrate knowledge of human research protections and the history of their development.
6. The student will demonstrate knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders in order to determine the value of different research studies.
7. The student will demonstrate knowledge of evidence-based practice, research design, validity and reliability.
8. The student will demonstrate knowledge of appropriate ethics in speech/language/hearing research.
9. The student will demonstrate the use of library resources to improve the learning process.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam, discussions, outline, poster	
2	Exam, discussions, outline, poster	
3	Exam, discussions, outline, poster	
4	Exam, discussions, outline, poster	
5	Exam, discussions, outline, poster, IRB	
6	Exam, discussions, outline, poster	
7	Exam, discussions, outline, poster	
8	Exam, discussions, outline, poster, IRB	
9	Exam, discussions, outline, poster	

Textbooks and Materials:

No textbooks are required for this course.

Optional:

1. Orlikoff, R.E., Schiavetti, N. & Metz, D. (2015). *Evaluating Research in Communicative Disorders, 7th Ed.* Boston, MA: Pearson. (Powerpoints are derived from this textbook. I have it on good authority you can find a copy online for free)
2. American Psychological Association (2020). Publication Manual of the American Psychological Association, 7th edition, *American Psychological Association*, Washington, DC. (APA citation manuals are available on the CSUS Library Website)
3. Articles as posted on Canvas.

Online Resources:

Internet connection; computer with camera and microphone; Canvas, Microsoft Teams.

Grading Policy:

Source	Points
ARTICLE DISCUSSIONS	20 points each x 8 = 160 points total
EXAMINATIONS	100 points each x 2 200 points total
RESEARCH PROJECT	
Research project outline	100 points
IRB application	100 points
Data file	20 points
Poster Presentation	100 points
Peer review	20 points
Attendance	50 points
Total	750 points

Letter grades are assigned according to the following scores:

%	Letter
95-100	A
90-94%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
60-66%	D
≤59%	F

Course Policies/Procedures:

Modality

This course is either an online course (7:30 section) with no in-person requirements except for the two exam dates, or it is an in person course (10:30 and 12:00 sections) and the expectation is that you are seated in class. This is not a “HerkyFlex” course where you have the option to attend in person or online.

Attendance

Attendance is required for all class sections. Attendance is checked on important dates for your research project (check schedule for those dates). Please make every effort to attend class every day, not only on the dates during which attendance is checked.

- For the online section: *driving is an unacceptable way to attend class and this will not be considered being “present.”* Please expect that you will need to turn your camera on briefly to demonstrate that you are present and in a safe location for studying.
- For the in person section: Zoom attendance will be accepted if you are in a quiet, safe environment (e.g., if you are waiting on test results or quarantining). Otherwise, you are expected to be in class.

There are no traditionally excused absences in this course. Rather, you can “make up” missed attendance by doing things to support your research group: scheduling and attending a meeting with Rachel Stark, Health Sciences Librarian; scheduling and attending a meeting with IRT for help with Qualtrics survey software; printing and picking up the hard copy of your research poster; identifying a way in which you have gone above and beyond for your group (and they must agree!).

Exams & Makeups

Exams take place in the classroom or through the testing center. You will have 75 minutes to complete the exam. You may bring a 3x5 index card to the exam, which will be collected by the instructor. I will approve all requests to take exams through the testing center within 3 working days of the exam (e.g., Friday before for a Tuesday exam). Students must request this from the instructor at least 10 days before the exam.

If you are sick and unable to take the exam within this window (or other documentation of need) **and a makeup is approved**, you must take the exam during finals week.

Late Assignments

Late assignments are accepted with a 10% penalty per day late up to 5 days late (=50% of the assignment). Late assignments will not be accepted after 5 days.

Electronic Devices

Electronic devices may be used to access course materials during each class session. Cell phones should be on silent. If you need to be reached during the class for an emergency, please inform the instructor prior to the start of class. **You may not record during discussions or group work.**

Office Hours Policies

Office hours are available in person or on Zoom; please email the professor to request a time and modality.

Letters of Recommendation

I accept letters of recommendation for SLPA programs during the spring semester on a rolling basis.

ASHA Code of Ethics Statement

As a future clinician, I expect you to follow the Sacramento State Commitment to Integrity (see Additional Information) as well as the American Speech Language Hearing Association (ASHA) Code of Ethics.

The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:

- (I) *responsibility to persons served professionally and to research participants, both human and animal;*
- (II) *responsibility for one's professional competence;*
- (III) *responsibility to the public; and*
- (IV) *responsibility for professional relationships.¹*

Commitment to a Safe Learning Environment

I am committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with peers and faculty within the program. Please don't be a bystander to acts of harassment, discrimination, or hatred.

Inclusion and Access

As we transition to virtual teaching, you may find ways in which this course does not meet your accessibility needs or you may identify ways in which course access can be improved for others. I encourage you to speak up when you see room for improvement. For formal accommodations, students should seek support through Services for Students with Disabilities (see [Additional Information](#) below).

¹ <https://www.asha.org/code-of-ethics/>

Campus Health and Safety

Campus health and safety protocols regarding COVID-19 will be updated to match county, state, or CSU system standards. Please comply with campus requirements/protocols for vaccine certification and testing, indoor masking, physical distancing, COVID-19 symptom screening, contact tracing, and other safety measures to minimize the spread of COVID-19.

If you are attending an in-person class:

- You must certify with the University that you are fully vaccinated or have an approved medical or religious exemption.
- Masks are required for everyone, including the instructor, until the indoor mask mandate ends. According to the university, refusal to wear a mask is disruptive to the learning environment, and the [Disruptive Student Behavior Policy](#) will apply.
- If you have any [COVID-19-related symptoms](#) or you are unvaccinated and have come into close contact with someone who has a confirmed positive COVID-19 test, please contact the Student Health Center or your medical provider. If you have symptoms, do not come to class until you have tested negative or have received clearance from the Student Health Center.
- Illness due to COVID-19 or exposure to a confirmed positive individual that requires quarantine or isolation is a qualifying emergency and late work, make-up assignments, and virtual attendance will be allowed in consultation with me.

If you wish to confer privately with me about your vaccination, exposure, or positive test status, you should first affirm that you are voluntarily disclosing your medical information. Any information you share with me will be treated securely and only be shared with the Student Health Center to follow established safety protocols.

Online Learning

For additional information, please review the [CSAD Handbooks](#) website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

- Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
- Students may not post or use the recordings in any other setting (e.g., social media, shared Google drive) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide

documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is available. The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>

- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 148 Research in Speech-Language Pathology and Audiology

Standard IV-A

- The student will demonstrate prerequisite knowledge of statistics.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.



California State University, Sacramento
 Department of Communication Sciences and Disorders
 RESEARCH METHODS SCHEDULE

Date	Topic	Read	Attendance	Deliverables Due
WEEK 1 Tuesday 1/25	Class Overview	None		Sign up on Google doc for peds/adults/aud – you will be randomly assigned to groups by category
Thursday	Discussion 1: Science vs. pseudoscience, or, why do we care about research?	Watch: “Prisoners of Silence” PBS		Discussion due Sunday midnight
WEEK 2 Tuesday 2/1	Evidence Based Practice			
Thursday	Discussion 2: Recognizing predatory programs, or, what’s the next worst thing?	Review: Gemiini website		Discussion due Sunday midnight
WEEK 3 Tuesday 2/8	Levels of Evidence			
Thursday	Project Workday		Attendance taken	Discussion due Sunday midnight
WEEK 4 Tuesday 2/15	Research Questions		Attendance taken	
Thursday	Discussion 3: Ethics in research, or, why don’t people trust researchers?	Watch: Belmont Report video Review: Human Research Protections website		Discussion due Sunday midnight Outline of project due Sunday midnight
WEEK 5	Experimental Designs			

Tuesday 2/22				
Thursday	Discussion 4: Randomized controlled trials	Read: Ramig et al., 2018		Discussion due Sunday midnight
WEEK 6 Tuesday 3/1	Observational Designs			
Thursday	Discussion 5: When you can't RCT	Read: Salt, 2020		Discussion due Sunday midnight
WEEK 7 Tuesday 3/8	Exam 1	None	All exams in person	Exam 1
Thursday	Project Workday		Attendance taken	
WEEK 8 Tuesday 3/15	Methods			
Thursday	Discussion 6: Survey Designs	Read: Arenas, 2017		IRB due Sunday at midnight (before spring break) Discussion due AFTER spring break
Spring Break				
WEEK 9 Tuesday 3/29	Reliability & Validity			
Thursday	Discussion 7	Read: McCullough, 2000		Discussion due Sunday midnight
WEEK 10 Tuesday 4/5	Single Subject Designs			
Thursday	Discussion 8	Read: Anderson, 2019		Discussion due Sunday midnight
WEEK 11 Tuesday 4/12	Results			
Thursday	Project Workday		Attendance taken	Data File due Sunday midnight
WEEK 12 Tuesday 4/19	Conclusion & return to EBP			
Thursday	Exam 2		All exams in person	Exam 2

WEEK 13 Tuesday 4/26	Run data	Meet with instructor on Zoom – no class	(Attendance taken in meeting)	Meet with professor to run data
Thursday	Run data	Meet with instructor on Zoom – no class		Meet with professor to run data
WEEK 14 Tuesday 5/3	Run data	Meet with instructor on Zoom – no class		Meet with professor to run data
Thursday	Run data	Meet with instructor on Zoom – no class		Meet with professor to run data
WEEK 15 Tuesday 5/10	Prepare and practice posters		Attendance taken	Print posters
Thursday	Poster Presentations		Attendance taken (worth 20 points)	Posters due in class
WEEK 16 – Finals Nothing due! Happy graduation!				

Class Notes

1. There is no required textbook for this course. You are expected to attend lecture and do the readings and assignments.
2. Lectures will be recorded and posted on Zoom for review. Discussions of articles and project work will not be recorded, as you have access to the assignments from the first day of class and can complete these independently.
3. Exams are in person with no exceptions. If the time of your class does not work for you, you may take your exam through the Testing Center at your own cost (\$6). The use of the testing center is open to all students, regardless of section, but you must register in advance.
 - a. *If you cannot take a makeup exam in a timely manner, you must take it during finals week.*