



California State University, Sacramento
Department of Communication Sciences and Disorders
UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2024	Course: CSAD 148 Research in Speech - Language Pathology and Audiology.	Section: 01 02
Meeting Days: Tuesday/Thursday	Meeting Times: 8am-9:15am	Location: FLS 2204
Instructor: Tonia Davis, PhD, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278-6679
Office Location: Folsom Hall 2404D	Office Hours/Appointments: MW 9:30am-11am 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](#).

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.

Note: CSAD 148 has moved to junior year! All undergraduate students in the CSAD program should be registered for CSAD 148 in Spring 2024.

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:

1. No textbooks are required for this course. All course material is found in the powerpoints or through articles/links posted on Canvas.
2. There is a \$5 related materials fee associated with this course for poster printing.

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)

Online Resources:

1. All powerpoints, labs, study guides, and supplemental materials will be [posted on Canvas](#).
2. The CSAD Department uses scantron **883-E** for nearly all courses. For this course, only the front side of the scantron is needed, so nearly any scantron will work. Please feel free to use old/extra scantrons as long as they are not bent and will run through the scantron machine.

Grading Policy:

Source	Points
ARTICLE DISCUSSIONS	20 x 6 = 120
EXAMINATIONS	100 x 2 = 200
RESEARCH PROJECT	
Literature review	25
Project outline	50
IRB application	25
Data file	25
Poster presentation	100
Peer review & reflection assignment	25
	= 250 points allocated to project
ATTENDANCE	NA CCE
Total	570

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:

Structure of Course

This course is structured with three main component parts:

1. Lecture and corresponding exams
2. Discussion articles and assignments
3. Group project

I understand that many students worry about group assignments. Built into the course are a number of checks and balances to help make sure the group project is both manageable and equitable.

Audio Recording

All students may audio record lectures. Students may **not** audio-record discussions or group project work.

Attendance

Since there is no textbook for this course, attendance is expected for all classes. However, attendance is tracked on eleven project workdays. These days are listed in your Canvas site. Students must attend 10/11 days or points will be deducted from their total grade. **Students who anticipate absences >1 week should contact both the instructor and their group members in advance to write a participation contract.**

Exams & Makeups

Exams take place in the classroom on the day of the exam or through the testing center on campus. Makeups are allowed only with documentation of need (e.g., doctor's note, police report). If students cannot makeup the exam by the time it is returned to the class for review, they will need to take a makeup during finals week. All makeups will take place at the [Testing Center](#).

Late Assignments

Late assignments are accepted with a 10% penalty per day late up to 10 days late (at which point the grade would be 0%). This is true for both individual and group assignments. Group assignments are submitted on Canvas and all members of the group will be able to see if/when the assignment has been submitted.

Peer Review

Due to the nature of the group project, peer review is a significant portion of the grade. Students with scores of “not acceptable” on peer review may lose up to 25 points from their final grade. Students who are having difficulty with their groups should contact the instructor early and in writing if they are concerned with the integrity of their peer review grade.

Office Hours Policies

Office hours will take place both in person in my office at FLS 2404D. Office hours follow a “drop in” format. If you need an office hours appointment outside of these times, please email the instructor at tonia.davis@csus.edu to set up a time. I am happy to host office hours on Zoom via appointment – please email the instructor.

Zoom link: <https://csus.zoom.us/j/84171004692>

Letters of Reference

I accept requests for letters of reference for graduate school in the fall of your senior year (for students applying as seniors; by November 15), or spring of your senior year (for students applying after graduating). Should you need a letter of reference for a scholarship opportunity, I would be happy to provide one. I typically need approximately two weeks to write a letter of reference; however, during “grad apps season” (November-February), I will often need four weeks’ notice.

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.

Land Acknowledgment

We are mindful in acknowledging that the land that Sacramento State is located on, was and continues to be occupied by the indigenous people of this area, the Miwok, Maidu, and Nisenan.

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

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.” The use of artificial intelligence, **including ChatGPT**, without attribution is considered plagiarism.

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.

Students may utilize the [APA Style Guide](#) through the Sac State Library or Purdue [Online Writing Lab \(OWL\)](#) website for APA support.

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 Disability Access Center (DAC), 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 DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** 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, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC 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 dac@csus.edu.

Religious Observance Policy:

No student should ever have to choose between important religious observances and academic commitments. Students who wish to participate in religious observances that conflict with other obligations should proactively make arrangements with their instructors and coaches to do so. Instructors are encouraged to accommodate students' planned absence for religious observances with respect to tests, examinations, graded assignments, deadlines, or class participation.

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.

Class Schedule in Separate Document.



California State University, Sacramento

Department of Communication Sciences and Disorders

RESEARCH METHODS SCHEDULE

Date	Topic	Read	Project	Deliverables Due
WEEK 1 Aug 26-30	Class Overview	None		
	Discussion 1: Science vs. pseudoscience	Watch: “Prisoners of Silence” PBS (content advisory)		Discussion due Sunday midnight
WEEK 2 Sept 2-6	Lecture: Evidence Based Practice		Meet group members	
	Lecture: Levels of Evidence		Discuss topics of interest	
WEEK 3 Sept 9-13	Lecture: Information Literacy		Discuss topics of interest. Search for literature	
	Discussion 2: Information Literacy	Review: Gemiini website	Topic should be approved before leaving class. Search for literature	Discussion due Sunday midnight
WEEK 4 Sept 16-20	Lecture: Research Questions		Develop research questions	
	Lecture: Experimental Designs & Discussion 3	Read: Ramig et al., 2018	Finalize research questions and complete literature review	Discussion due Sunday midnight Literature review due Sunday midnight
WEEK 5 Sept 23-27	Lecture: Observational Group Designs & Discussion 4	Read: Salt, 2020	Work on project outline	

	Observational Correlational Designs		Work on project outline	Discussion due Sunday midnight Project outline due
WEEK 6 Sept 30-Oct 4	Ethics in Human Subjects Research	Watch: Belmont Report video Review: Human Research Protections website		
	Exam 1 Dr. Davis absent			
WEEK 7 Oct 7-11	Lecture: Methods Section	Read: Olson, 2004		
	Project Workday		Develop survey	Discussion due Sunday midnight Copy of survey due Sunday midnight
WEEK 8 Oct 14-18	Lecture: Reliability & Validity; Discussion 5	Read: Friedman, 2019		
	Project Workday		Work on IRB	Discussion due Sunday midnight IRB due Sunday at midnight
WEEK 9 Oct 21-25	Lecture: Single Subject Designs			
	Project Workday		Collect data if IRB has been approved	
WEEK 10 Oct 28-Nov 1	Lecture: Results Section		Collect data	
	Project Workday		Collect data	
WEEK 11 Nov 4-8	Lecture: Limitations & Implications		Collect data	
	Project Workday		Collect data	
WEEK 12 Nov 11-15	Exam 2			
	Complete Data File; Prep for Data Meeting			Data File due Sunday midnight

WEEK 13 Nov 18-22	Data Analysis	Meet with instructor on Zoom/in office	Meet with professor to run data	
	Project Workday		Work on poster	
WEEK 14 Nov 25-29	Project Workday		Work on poster	Print posters
	Project Workday		Work on presentation	
WEEK 15 Dec 2-5	Research Presentations			
	No class – ASHA			Poster + Presentation Reflection Assignment & Peer Review
<p>WEEK 16 – Finals</p> <p>Nothing due! No exams! Congratulations on finishing out the year!</p>				