



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 148 Research in Speech - Language Pathology and Audiology.	Section: 01 02
Meeting Days: MW	Meeting Times: 01 12:00pm-1:15pm 02 1:30pm-2:45pm	Location: Folsom Hall 2604
Instructor: Tonia Davis, PhD, CCC-SLP	Email: <a href="mailto:tonia.davis@csus.edu">tonia.davis@csus.edu</a>	Phone: 916-278-6654
Office Location: Folsom Hall 2404D	Office Hours/Appointments: Tuesdays 10am-12pm, Fridays 11am-12pm	

#### Catalogue Course Description:

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

**Prerequisite(s):** [CHDV 30](#), [DEAF 51](#), [PSYC 2](#), SAT

1, [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)
<b>Competence in the Disciplines:</b> <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
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <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
<b>Intellectual and Practical Skills, Including:</b> <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
<b>Personal and Social Responsibility, Including:</b> <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
<b>Integrative Learning**, Including:</b> <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 computer resources to improve the learning process.

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1	Exam, article reviews 1-8, prospectus paper and presentation, poster	
2	Exam, article reviews 1-8, prospectus paper and presentation, poster	
3	Exam, article reviews 1-8, prospectus paper and presentation, poster	
4	Exam, article reviews 1-8, prospectus paper and presentation, poster	
5	Exam, article reviews 1-8, prospectus paper and presentation, IRB application, poster	
6	Exam, article reviews 1-8, prospectus paper and presentation	
7	Exam, article reviews 1-8, prospectus paper and presentation, poster	
8	Exam, article reviews 1-8, prospectus paper and presentation, poster, IRB application	
9	Exam, article reviews 1-8, prospectus paper and presentation, poster	

### Textbooks and Materials:

1. Orlikoff, R.E., Schiavetti, N. & Metz, D. (2015). *Evaluating Research in Communicative Disorders*, 7<sup>th</sup> Ed. Boston, MA: Pearson.
2. American Psychological Association (2020). Publication Manual of the American Psychological Association, 7<sup>th</sup> edition, *American Psychological Association*, Washington, DC.
3. Articles as posted on Canvas.

### Online Resources:

Canvas.

### Grading Policy:

Source	Points	% of Grade	Due Date
<b>ARTICLE DISCUSSIONS</b>	10 points each x 8 = 80 points total	10%	Per date on the syllabus [Approximately 1 due each week]
<b>EXAMINATIONS</b>			
Exam #1	100 points	12.5%	03/11/20
Exam #2	100 points	12.5%	TBD - final exam week
<b>RESEARCH PROJECT</b>			
Research project outline	25 points	3.1%	2/24/20
Prospectus paper & presentation	200 points	25%	03/11/20-03/18/20
IRB application	50 points	6.3%	03/23/20
Data file	25 points	3.1%	04/03/20
Poster Presentation	100 points	12.5%	05/04/20
Class attendance & participation	100 points	12.5%	All classes
Peer evaluation	20 points	2.5%	05/06/20
<b>Total</b>	800 points	100%	

**Total individual score: \_\_\_\_\_/400 = 50% of final grade**

**Total group project score: \_\_\_\_\_/400 = 50% of final grade**

Letter grades are assigned according to the following scores:

%	Letter
93-100	A
90-92%	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:

### **Attendance**

The instructor will take attendance randomly on 11 days during the semester. To receive 100 points, you will need to be in attendance on 10/11 of these days (that is, you have one “freebie” absence). For each additional absence, you will receive -10 points from your attendance grade. *Only* documented medical events (individual or immediate family) will be accepted as “approved” absences beyond the one unexcused absence. Late arrivals (>10 minutes late) will be considered absences.

### **Late Assignments**

Late assignments are accepted with a 10% penalty per day late. Late assignments will not be graded if submitted more than one week after the due date.

### **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. In CSAD 148, you may audio-record during **lectures only**. You may not record during discussions or group work.

### **Office Hours Policies**

Please feel free to drop by office hours – you do not need an appointment, and you may come in groups/join others. In most cases, you will have the same questions as other students, and it is useful to learn from one another. If you would like to have a private appointment, please schedule one with the instructor by email.

### **Letters of Recommendation**

It is not unusual for students to need letters of recommendation during the spring semester for SLPA applications, job references, or scholarships. Please reach out. Try to provide two weeks’ notice for letters of recommendation. If you plan to apply to graduate school next year, please reach out to me this semester so that I have you on my radar. You do not need to submit anything to me until next fall, but I want to have you “on my list.”

### **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.

**Finally, congratulations! At the end of this semester, you will have completed your major coursework. This is a huge accomplishment! I am so excited to see you walk across the stage at graduation.**

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignments	Group Project
<b>Week 1</b> 01/22	Review syllabus/assignments/class Discussion 1	None		Exchange contact info
<b>Week 2</b> 01/27	Evidence Based Practice in CSAD PICOT	Orlikoff 1-23	Discussion 1 due	
01/29	Levels of Evidence Research Questions Independent & Dependent Variables	Orlikoff 57-61, 72-79, 196-200		
<b>Week 3</b> 02/03	<b>Guest lecturer: Rachel Stark, MS, AHIP</b> Finding the evidence Challenges of cyberspace Discussion 2	Orlikoff 23-31		
02/05	Variables Descriptive statistics Inferential statistics	Orlikoff 89-99	Discussion 2 due	Students must clear topic with instructor prior to leaving class
<b>Week 4</b> 02/10	Research Questions Statistical Significance False Positives/False Negatives	Orlikoff 305-309, 360-366		
02/12	Research Design Discussion 3	Review Orlikoff 89-99		
<b>Week 5</b> 02/17	Group and Single Subject Designs Discussion 4	Orlikoff 123-142	Discussion 3 due (RCT)	
02/19	Methods Participants, Materials, Procedures	Orlikoff 204-218, 250-265	Discussion 4 due (SSRD)	
<b>Week 6</b> 02/24	Class time for research project			<b>Research Outline due</b>
02/26	Reliability Validity Discussion 5	Orlikoff 224-250		
<b>Week 7</b> 03/02	Ethics Exam Review	Orlikoff 219-221	Discussion 5 due	
03/04	<b>Exam #1</b>	Students are responsible for all readings, lectures and class discussion up to 03/02/19		
<b>Week 8</b> 03/09	Class time for research project			
03/11	<b>Prospectus Presentations</b>			<b>Due: Prospectus Presentation and Questionnaire</b>
<b>Week 9</b> 03/16	<b>Prospectus Presentations</b>			
03/18	Class time for research projects			<b>Due: Prospectus Paper</b>
<b>Week 10</b> 03/23	Class time for research projects			<b>Due: IRB application</b> <i>No data collection until IRB has been approved</i>
03/25	Results	Orlikoff 273-293, 300-304-317		
Spring Break				

<b>Week 11</b> 04/06	In-class data collection			
04/08	Data organization Discussion 5			
<b>Week 12</b> 04/13	Drawing Conclusions Discussion 6	Orlikoff 380-410	Discussion 5 due	<b>Data file due</b>
04/15	Clinical Decision Making		Discussion 6 due (SR)	
<b>Week 13</b> 04/20	Return of Evidence Based Practice Discussion 7			Run stats with instructor
04/22	Return of Challenges of Cyberspace Discussion 8		Discussion 7 due	Run stats with instructor
<b>Week 14</b> 04/27	Class time for research project (finalize posters)		Discussion 8 due	<b>Due: posters submitted To printer</b>
04/29	Class time for research projects (practice presentations)			
<b>Week 15</b> 05/04	<b>Undergraduate Research Symposium</b>			
05/06	Symposium Debrief Course Evaluations		<b>Due: Peer Evaluation form</b>	
Finals Week	<b>Final Exam TBD</b>			

## 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, Division of Student Affairs.

### 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.

## 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](mailto:sswd@csus.edu).

## Mental Health and Counseling

If you or a loved one are in crisis, please reach out. For immediate assistance, consider <https://www.crisistextline.org/>. For additional counseling support, Sacramento State offers counseling services through the WELL. Or just reach out to any of your instructors, and we can help you to find the resources you need.

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away. Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

# 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.