



**SACRAMENTO  
STATE**

**Department of Communication Sciences and Disorders**

*“... providing a rigorous scientific background and diverse clinical experiences while fostering a dedication to lifelong learning and community service”*

**CALIFORNIA STATE UNIVERSITY - SACRAMENTO**

**Spring 2019 SYLLABUS**

**CSAD 199 (Section 10)**

**S.P.I.T. Lab: Physiological Stress Response Research**

**Tuesdays 1:30 – 2:20pm**

**Folsom Hall (FLS) – Room 2206A**

**Instructor:** Aishah Y. Patterson, Ph.D., CCC-SLP  
Assistant Professor

**Email:** [patterson@csus.edu](mailto:patterson@csus.edu)

**Office:** Folsom Hall (FLS) 2404B

**Phone:** (916) 278-7341

**Office Hours:** Mon/Wed

10:00am - 11:30am *or by appointment*

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**Course Description:**

Guided, individual student research of physiological and emotional factors associated with fluency disorders.

**The S. P. I. T. Lab (Stress Profiles for Individualized Therapeutics)**

The purpose of the S.P.I.T. Lab is to provide much needed information on how individuals with various communication disorders respond to stressors. Salivary sampling for stress hormones and other biomarkers is minimally invasive and provides a comprehensive analysis of the body's reactivity to environmental stressors. A quantifiable analysis of the body's reactivity to various stressors is especially interesting for communication disorders known to fluctuate in severity when the individual becomes stressed or anxious (e.g., stuttering). The ability to characterize an individual as a high or low reactor to stress may guide therapeutic options to better serve the unique needs of each client.

**Course Prerequisites:**

Prerequisite: Instructor permission.

**Required Texts:**

None. Assigned reading material will be made available online via Canvas.

**Online Learning Environment:**

<http://canvas.csus.edu/>

This course is paired with Canvas, an online learning resource. Students are required to log onto <https://my.csus.edu/> (accessible from any computer with an internet connection and up-to-date

web browser) regularly to access posted course material, resources, announcements, and grades. Additional assistance with Canvas is available through the Academic Technology Center (ATC) at <https://www.csus.edu/atc/students.html>. In person support is available at the AIRC Computer Lab, Rm 2004 (Monday – Friday, 7:30am – 4:00pm). Need help? Phone (916) 278-2450 or email [academictechcenter@csus.edu](mailto:academictechcenter@csus.edu).

**Learning Outcomes Competencies – CSAD 199:**

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 toward 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 you establish competence and knowledge in these areas.

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

**CSAD 199 Specific Student Learning Outcomes:**

1. Identify a topic of interest related to physiological or emotional factors of stuttering.
2. Conduct a review of the literature utilizing electronic databases.
3. Analyze the literature to generate an appropriate reference list using APA formatting.
4. Generate tables to organize and summarize literature.
5. Develop an outline of the literature review.
6. Create a literature review for chosen research topic.
7. Disseminate research in written and oral formats.

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1, 2, 3	Class Participation/Discussion, Literature Review	
3	Reference Page	
4	Summary Table	
5, 6, 7	Literature Review Draft, Class Participation/Discussion	

**Course Procedures:**

**CSAD 199 (Section 10)** will meet on Tuesdays from 1:30 - 2:20pm in Folsom Hall (FLS), room 2206A. Meetings will consist of group discussions, research activities, demonstrations, and oral/written reporting.

**Student Responsibilities:**

- **Attendance** is **mandatory**. Students are expected to arrive to sessions on time and remain for the entire period. Should events require an absence, it is the student’s responsibility to acquire all materials and information covered during their absence from *peers*. Students are allowed one absence. Additional absences will result in a letter grade deduction (e.g., A- → B+).

**Course Assessment Plan and Grading Scale:**

Participation in this course will minimally require the completion of the following deliverables:

Source	Points
Topic Selection	20
APA Reference List	30
Summary Tables	50
Literature Review Outline	50
Literature Review	100
Oral and Written Dissemination	100
Total	350

The final course grade will be assigned based on the following scale.

Letter Grade	Percent
A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	≤59