



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 04
Meeting Days: Monday/Wednesday Tuesday/Thursday	Meeting Times: Section 1: 12pm-1:15pm MW Section 2: 3pm-4:15pm MW Section 3: 9am-10:15am TR Section 4: 12pm-1:14pm TR	Location: Sections 01 02 03 FLS 1050 Section 04 FLS 1049
Instructor: Tonia Davis, PhD, CCC-SLP	Email: <a href="mailto:tonia.davis@csus.edu">tonia.davis@csus.edu</a>	Phone: 916-278-6679
Office Location: Folsom Hall 2404D	Office Hours/Appointments: Tues/Wed/Thurs 10:30am-11:30am 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 is moving to junior year! All undergraduate students in the CSAD program should be registered for CSAD 148 in Spring 2023.**

### 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 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. Students are required to print posters for the research symposium. The cost of poster printing on campus was \$23.05 in Spring 2022. Since 4-5 students are involved on a poster, this is a cost of \$4-\$6 that will need to be paid in April/May. *Starting in 2024, this will be a course fee, but for this year, you will need to work out payment within your research groups.*

### Optional:

1. Orlikoff, R.E., Schiavetti, N. & Metz, D. (2015). *Evaluating Research in Communicative Disorders, 7<sup>th</sup> 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, 7<sup>th</sup> edition, American Psychological Association, Washington, DC.* (APA citation manuals are available on the CSUS Library Website)

### Online Resources:

1. Canvas.
2. Powerpoint (required to create poster).

## Grading Policy:

Source	Points
<b>ARTICLE DISCUSSIONS</b>	20 x 9 = 180
<b>EXAMINATIONS</b>	100 x 2 = 200
<b>RESEARCH PROJECT</b>	
Literature review	50
Project outline	50
IRB application	50
Data file	20
Poster presentation	100
Peer review & reflection assignment	50
	= 220 points allocated to project
<b>ATTENDANCE</b>	-5 per missed workday
<b>Total</b>	<b>600</b>

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)
2. Discussion articles and assignments (9)
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 nine project workdays. These days are listed in your Canvas site. Students must attend 8/9 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). Makeups must be completed at the testing center (\$6).

## 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 50 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 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.**<sup>1</sup>

### **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.

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<sup>1</sup> <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>

## 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.

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 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).

## 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](mailto: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](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen

Email: [weave@csus.edu](mailto: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](mailto: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](mailto: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.**