

<b>ORIGINATOR'S SECTION:</b>														
<b>1. College:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b> Summer 2018													
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
<b>4. Course abbreviation and Number:</b> * SLP 622b														
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> <b>Research Designs and Methodology for the study of Human Communication and Swallowing</b>														
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) <b>Research Designs and Methodology Human Communication</b>														
<b>7. Number of Units:</b> 1														
<b>8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</b>  Introduces the foundation of scientific reasoning and the various forms of scientific research in the field of communication sciences and disorders. Covers qualitative and quantitative research designs, and addresses how to apply study findings to decision-making in clinical practice.														
<b>9. Why is this course being proposed?</b>  Understanding research is central to the development of effective and defensible interventional plans. It is foundational to one of the PSLOs of the master of science in speech-language pathology; and is required to be taught as part of our national accreditation standards.														
<b>10. Mode of Instruction*</b> For definitions of the Course Classification Numbers: <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Type of Instruction</th> <th style="width: 33%;">Number of Credit Units</th> <th style="width: 33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>1</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>			Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	1	C2	Activity			Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	1	C2												
Activity														
Lab														
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>														
<b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
<b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times?                      (including first offering)														
<b>15. Is Course Crosslisted:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, indicate which course                      and check "yes" in item #22 below.														
<b>16. Prerequisite(s):</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
<b>17. Corequisite(s):</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



18. Documentation attached:
<input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* N/A
20. How often will this course be offered once established?* Annually

<b>PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:</b> (Mandatory information – all items in this section must be completed.)			
21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please specify: Master of Science in Speech-Language Pathology			
22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.			
Discipline	_____	_____	_____ Support    _____ Oppose
	Signature	Date	
Discipline	_____	_____	_____ Support    _____ Oppose
	Signature	Date	

**SIGNATURES : (COLLEGE LEVEL) :**

Suzanne Moineau 10/30/16

- |                                           |       |      |
|-------------------------------------------|-------|------|
| 1. Originator (please print or type name) | _____ | Date |
| 2. Program Director/Chair                 | _____ | Date |
| 3. College Curriculum Committee           | _____ | Date |
| 4. College Dean (or Designee)             | _____ | Date |

**(UNIVERSITY LEVEL)**

- |                                                      |       |      |
|------------------------------------------------------|-------|------|
| 5. UCC Committee Chair                               | _____ | Date |
| 6. Vice President for Academic Affairs (or Designee) | _____ | Date |
| 7. President (or Designee)                           | _____ | Date |



# California State University SAN MARCOS

**SLP 622: b**  
**Research Designs and Methodology for the study of Human Communication and Swallowing**  
**(1 unit each)**  
**Department of Speech-Language Pathology**  
**Summer**  
**Wednesday 9-12 (first 5 weeks)**  
**Location: QUAD 101**

**Professors: Alison R. Scheer-Cohen, Ph.D., CCC-SLP; Laura S. Coca, M.A., CCC-SLP**  
**Office: UH 317**  
**Phone: (760) 750-7379**  
**E-Mail: [ascheer@csusm.edu](mailto:ascheer@csusm.edu); [lcoca@csusm.edu](mailto:lcoca@csusm.edu)**  
**Office Hours: By appointment**

---

## **Department of Speech-Language Pathology Mission Statement**

The mission of the Department of Speech-Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

---

## **Program Student Learning Outcomes:**

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

## **COURSE DESCRIPTION**

Introduces the foundation of scientific reasoning and the various forms of scientific research in the field of communication sciences and disorders. Covers qualitative and quantitative research designs, and addresses how to apply study findings to decision-making in clinical practice.



## **STUDENT LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Explain the bases of the scientific method, including empirical and/or measurable evidence, and principles of reasoning. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
2. Describe the difference between quantitative and qualitative research, and explain the various methods used in research design. **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
3. Describe how various types of research can be used in clinical decision-making **(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**

## **GENERAL CONSIDERATIONS**

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner (24 hours with the exception of weekends). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **Requirements for Professionalism**

### **Course Attendance:**

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions. It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

### **Cell Phones and Texting:**

Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g., a sick child), please advise the instructor or supervisor before class or clinic.

### **Computers, Laptops, and Tablets:**

It is expected that all electronics will be used appropriately and respectfully (i.e., for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities

would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

### **Attentiveness:**

Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

### **Students with Disabilities Requiring Reasonable Accommodations:**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements:**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. Please see webpage for the GWAR rubric.

## **COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING**

### **Required Texts**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Nelson, L.K. (2013). *Research in Communication Sciences and Disorders* (2<sup>nd</sup> ed.). San Diego,

*Scheer-Cohen & Coca, SLP 622*  
*Spring 2016*

## Supplemental Readings

Supplemental readings will be posted to Cougar Courses as an accessible .pdf.

## Assignments

1. Learning Activities (10 points each for a total of 100 points): Throughout the semester students will complete learning activities that guide review and critical evaluation of research articles. Each learning activity will receive a score of up to 5 points.
  - a. Article Summary in Question/Answer Format and Narrative Format: **Single-Subject Experimental Design**
  - b. Article Summary in Question/Answer Format and Narrative Format: **Group Non-Experimental Design**
  - c. Article Summary in Question/Answer Format and Narrative Format: **Randomized Control Group Design (RCT)**
  - d. Article Summary in Question/Answer Format and Narrative Format: **Client Survey**
  - e. Article Summary in Question/Answer Format and Narrative Format: **Case Studies**
  - f. Applying theoretical article to clinical practice
  - g. Applying basic science in typical communication functions to clinical practice
  - h. Applying single subject design to clinical practice
  - i. Applying RCT to clinical practice
  - j. Applying case study to clinical practice

**(Program Student Learning Outcome 2; ASHA Standards IV-D & IV-F)**
2. IRB Training: All students are required to complete the CITI Training as part of this course. CITI Training certificates should be uploaded to Cougar Courses.
3. Final Paper: (50 points) Students will review a study and explain the methodological design and explain how they would use the findings in their clinical decision making.

## Assignments

Total of 150 points:

Learning Activities	100 points
Final Paper	50 points

All assignments are signature assignments that reflect acquisition of knowledge and skills related to accreditation standards.

## Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be

disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

**Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F = 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

## TENTATIVE SCHEDULE

*This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.*

<u>WEEK/DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT(S)</u>
Week 1	Syllabus Review Introduction:	
Week 2	Scientific Method	Chapter 4 Gillam & Gillam (2006)
Week 3	Ethics	Chapters 2
Week 4	Validity	Chapter 3
Week 5	Reliability	Chapter 4
Week 6	IRB Training	
Week 7	Subjects and Sampling	
Week 8	Single-Subject Design	<b><u>Learning Activity:</u></b> a. Single-Subject Experimental Design h- Apply to decision-making <b><i>Upload CITI Training to Cougar Courses</i></b> Restrepo, Morgan, & Thompson (2013)
Week 9	Group Non-Experimental Research Designs	Chapter 5 <b><u>Learning Activity:</u></b> b. Group Non-Experimental Design Beeson & Robey (2006)
Week 10	RCTs	<b><u>Learning Activity:</u></b> c. Randomized Control Group Design i. Apply to Decision-making  Chapter 6 Bothe & Richardson (2011)
Week 11	Qualitative Research – Analysis Client Surveys Case Studies	<b><u>Learning Activity:</u></b> d. Qualitative Research j- Apply Case Study to decision-making
Week 12	Descriptive Data Analysis	Chapter 8 Van der Merwe (2007)
Week 13	Inferential Data Analysis	Chapter 9

		Chapter 10  <b><u>Learning Activity:</u></b> e. Quantitative Research g- Apply basic science to decision-making
Week 14	Research Outcomes: Clinical Guidance	<b><u>Learning Activity:</u></b> f. Apply theory to decision-making
Week 15	Workshop on Final Paper	
Week 16	<b><i>Final Paper</i></b>	.