



STEPHEN F. AUSTIN STATE UNIVERSITY

Department of Human Services SPH 501 Phonological Disorders Fall 2019

Program: SPH Course: 501 Section: 001 Semester: 202010

Instructor: Raul F. Prezas, PhD, CCC-SLP

Course Time & Location: T&TR 12:30pm – 1:45pm
Telecomm 319

Office: HSTC 205C

Office Hrs: TR 11:00-12:30pm; T&TR 1:45-3:30pm

Office Phone: 936-468-1337

Credits: 3

Other Contact Information: 817-907-2670 (Cell)

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COURSE DESCRIPTION

Phonology is an important level of language organization, the other two being syntax and semantics. When a message undergoes linguistic formulation, the final stages of linguistic processing involve phonological representation of the message as prelude to its motoric -articulatory- implementation (motor planning and execution). In SPH 501, we will consider impairment/disorder arising at phonological and articulatory levels. Specifically, the course will impart knowledge about problems and issues relating to distinction between disorders of articulation and disorders of phonological processing, how best to characterize them through broad and narrow transcription, their appraisal and treatment. As a foundational material phonological and articulatory development during early childhood years will be also be emphasized. SPH 501 typically meets twice a week (Tuesdays and Thursdays) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to complete reading assignments, take quizzes related to course material, complete three exams, make a class presentation, and complete an annotated bibliography over a chosen topic related to phonological disorders. These activities average a minimum of 6 hours of work each week to prepare outside of classroom hours.

REQUIRED TEXTS

- Hodson, B. (2007). *Evaluating and enhancing children's phonological systems: Research and theory to practice*. Wichita, KS: Phonocomp Publishers.
- Secord, W. A., Boyce, S. E., Donahue, J. S., Fox, R. A., & Shine, R. E. (2007). *Eliciting Sounds: Techniques and Strategies for Clinicians* (2nd ed.). Clifton Park, NY: Delmar Publishers.
- Shockley, P. R., & Prezas, R. F. (2019). *Thinking with excellence: Navigating the college journey and beyond*. New York, NY: Two Creeks Publishing Group. ISBN: 0692194819.

ADDITIONAL RESOURCES

- Williams, L. A., McLeod, S., & McCauley, R. L. (Eds.). (2010). *Interventions for Speech Sound Disorders in Children*. Baltimore, MD: Brookes Publishing.
- Assigned Chapters, Journal Articles (i.e., ASHA: Speech-Language Pathology at www.asha.org), Test Manuals, and online websites

INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

This course reflects many core values, objectives, goals and standards at the university, department, state, and national level. Below is a list of each entity and how this course meets the criteria for each respective area:

Core values of the College of Education

(see www.sfasu.edu/education/about/accreditations/ncate/conceptual/):

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

Objectives from the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students' personal and professional development.

Mission of the Speech-Language Pathology Program:

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one's career.

Standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association (found in the KASA document):

Standard III-C: *The applicant must demonstrate knowledge of the nature of speech, language, hearing, communication disorders and swallowing disorders and their differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic and cultural correlates.*

Standard III-D: *The applicant must possess 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 disorder*

- Articulatory and Phonological disorders: *Prevention, Assessment, and Intervention and Research integration*

Standard III-F: *The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.*

SACS Objectives:

This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLOs) one, two, three, five, six, and seven. These competencies (student learner outcomes) are measured by successful completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects.

- I. The students will apply and analyze appropriate knowledge of normal speech, language, and hearing development.
- II. The students will demonstrate the ability to identify and treat communication disorders.
- III. The students will be able to apply knowledge of the anatomy and physiology of all the subsystems required for voice, speech, swallowing, language, hearing, and cognition through diagnosis and treatment of the wide variety of etiologies and pathologies found in this field.
- V. The students will demonstrate an understanding of the research process and evidence-based practice.
- VI. The students will demonstrate knowledge of issues related to the profession of speech-language pathology.
- VII. The students will meet the academic and clinical requirements to obtain state licensure and national certification.

COURSE LEARNING OBJECTIVES

By the end of the course, the student will demonstrate knowledge and skills (by performance on examinations, group projects/presentations, quizzes, and laboratory exercises) in the following areas (which address ASHA Professional Standards **IV-B; IV-C; IV-D; IV-E; IV-F; IV-G; IV-H**):

1. Typical Speech Acquisition; Phonological Deviations; Differences (including linguistic) vs. Disorders; Severity Considerations (**IV-B; IV-C; IV-D**)
2. Categorizing Consonants; Eliciting Consonant Sounds; Selecting Optimal Production-Practice Words for Therapy (**IV-B; IV-C; IV-D**)
3. Transcribing & Analyzing Speech Samples of Children with Highly Unintelligible Speech; Interpreting Data; Selecting Optimal Targets (patterns & phonemes) to Expedite Intelligibility Gains; Cultural and linguistically diverse considerations (**IV-B; IV-C; IV-D; IV-H**)
4. Planning Evidence-based Individualized Treatment Programs (**IV-D; IV-F; IV-G**)
5. Major Clinical Speech Sound Issues; Critiquing Major Theories & Research; Other Approaches & Tests (**IV-B; IV-C; IV-D; IV-G**)

INSTRUCTIONAL STRATEGIES

Each class period will consist of either a lecture or discussion format, with some sessions culminating in group activities and/or practice of course components. Open discussion of topic materials and questions are greatly encouraged. Please be an active consumer of this course. Read required chapters and peer-reviewed publications ahead of time and come prepared to discuss them in class. Ask questions, be willing to share experiences, and express concerns. Audiovisual stimuli and other electronic media will be utilized to foster knowledge acquisition of the study area. This course will employ aspects of distance learning technology which will include video presentations and correspondence online.

As an instructor, I have the utmost respect for my students and expect the same in return. I value an open door policy. I will be available to discuss any issues/concerns via email, phone, and in person. If you are in need of help with subject material, please contact me as soon as possible so we can discuss strategies to help you succeed in my course.

You may contact me via my email: prezasrf@sfasu.edu, office phone: 936-468-1337, or my cell phone: 817-907-2670. I do check my email regularly and receive email notifications on my phone. I also check texts regularly and will respond more quickly that way. If you are sending me a text for the first time, please start with your full name so that I am aware of whom I am communicating with. I generally check texts most days until 10pm.

COURSE REQUIREMENTS (GRADING)

Course grades: Course grades will be determined as follows:

Exam 1	100 points	(20%)
Exam 2	100 points	(20%)
Final Exam	100 points	(20%)
Presentation/Annotated Bib.	100 points	(20%)
Quizzes/Exercises	100 points	(20%)

Total*	500 points	(100%)
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Grades will be assigned as follows (per university regulations):

90-100: A 80-89: B 70-79: C 60-69: D ↓ 60: F

Grade points are listed above and the grade you receive in the course will correspond to the letter grade shown. If you receive a **.5** or higher in the course (e.g., **89.50 – 89.99**), I will round your grade up to the next letter grade. I **WILL NOT** round your grade if you receive a **.4** or lower in the course (e.g., **89.0 – 89.499**). No exceptions.

*You can keep track of your grades for this course online. Your grades can be accessed from your student account at MySFA. If you have questions on how to access your grades online, please contact me by phone, email, or text. If you are having trouble with the content of this class, please contact me as soon as possible. I am happy to help clarify concepts and expectations to alleviate your concern and help facilitate the earning of a higher grade through a better understanding and comprehension of class material.

COURSE ASSIGNMENTS/ACTIVITIES

Exams and Quizzes/Exercises:

There will be three exams in this course. The first two exams will cover the first three course objectives and will be in a fill-in-the-blank and short answer/essay model. The final exam will be a comprehensive multiple-choice exam that will include course objectives four and five. The final exam will be geared to prepare you for the Praxis Exam as well as the profession. Periodically, there will be pop quizzes/exercises. The quizzes will be in short answer form and will not be announced prior to class. It will be your responsibility to keep up with suggested readings and course materials so that you are successful on the quizzes. Exercises may include transcription of case examples and other in-class demonstrations.

Seminar Presentation and Annotated Bibliography:

Based on select SSD Therapy topics discussed in class, you are asked to put together a ten-minute PowerPoint presentation discussing a therapy approach related to SSD. Please upload copies of the handouts to class for everyone (electronic dissemination on the discussion thread). Your presentation (PPT) should include the following:

- Overview of the approach (including names of notable researchers)
- When to use the approach (severity types, etc.)
- Population – SSD type that benefit from approach (e.g., Apraxia?)
- Demonstration of the approach (by video or in-class demonstration)
- Strengths/weaknesses; ***evidence for (or against) the approach***
- ***Your recommendations*** based upon review of the approach
- Citations from the literature (as needed) to support the information you are including on lecture slides – (e.g., McLeod et al., 2011)
- Reader-friendly slides in bullet-points (not paragraphs of information)
- Pictures/graphics/video as needed (but not necessarily required)

In addition, you are asked to put together an annotated bibliography that compliments the topic area and presentation. Your annotated bibliographies should comprise a citation followed by ***an explanation of how the reference either supports or refutes the treatment approach***. Rather than putting the citations in alphabetical order (although this certainly is acceptable if you do it this way), I would like you to ***consider ordering based on topics*** within the approach (e.g., two articles where researchers comment back-and-forth on one another). This will help with the overall thought flow in relation to the treatment model. There should be a ***minimum of five acceptable*** references.

Acceptable references (in order of quality) are listed here:

- Data-based research articles published about the approach
- Data-based chapters about the approach (e.g., SSD course book)
- Data-based research presentations (posters and handouts) from conferences (e.g., those available on the ASHA website)
- Comments on the techniques in books.

Any reference should be from a reliable source (e.g., no Wikipedia unless it offers references or links where you can find a quality reference; ***must be a cited reference***). In addition, references should be made in APA format (e.g., follow reference format from a research article).

Presentation and Annotated Bibliography Topic Suggestions:

Below is a list of topics that I would like to be covered for your presentation and annotated bibliography. Please take a look at the list below and create a thread on the class discussion board (Blackboard) with the names of three topics you would like to discuss in class (in order of preference; e.g., topic #1 is your preferred topic). Topic selections are on a first come, first serve basis. I will use the discussion thread on Blackboard (uploaded thread submission date and time) to determine who received a topic in the case where two students show an interest in the same topic. **Please review other students' topics that have been submitted prior to submitting your own topic choices.** Feel free to explore other topic ideas. You are welcome to propose your own topic of interest for consideration. All topic ideas not listed below must be approved by the instructor.

From the recommended SSD Book (I have a copy in my office)

Chapter 2 – Minimal Pair Intervention
Chapter 3 – Multiple Oppositions Intervention
Chapter 5 – Core Vocabulary Intervention
Chapter 11 – Computer-Based Intervention
Chapter 12 – Speech Perception Intervention
Chapter 13 – Nonlinear Phonological Intervention
Chapter 14 – Dynamic Systems and Whole Language Intervention
Chapter 16 – Naturalistic Intervention for Speech Intelligibility
Chapter 17 – Parents and Children Together (PACT) Intervention
Chapter 18 – Enhanced Milieu Teaching with Phenol. Disorders
Chapter 20 – Family Friendly Intervention
Chapter 22 – Vowel Intervention
Chapter 23 – Developmental Dysarthria Interventions
Chapter 24 – Nonspeech Oral Motor Exercises

Other Suggestions

Dialectal Differences (Other dialects; e.g., African American; Asian Languages; Russian)
Other Language Interventions (e.g., multilingual; Vietnamese)
SSD and service delivery models in schools; SSD and health setting
Apraxia Intervention; Phonological Awareness (E&E Book)
Stimulus Approach (E&E Book); Stimulability
Persistent Speech Sound Disorder; Inconsistent Speech Sound Disorder
SSD and Autism; SSD and other etiological cause/syndrome (e.g., Down syndrome)

Attendance Policy:

Graduate level study is the final preparation before students enter the profession. As such, students should consider class attendance to be similar to attendance in a professional setting. It is **mandatory**. If, for some reason, you are unable to attend class, it is expected that you will notify the instructor **PRIOR TO THE MISSED** class session. Phone text, email, and voicemail are acceptable forms of communicating a missed class period.

Late Quizzes/Tests and Assignments:

If you are ill when a quiz/test is scheduled, be sure to leave a message via phone/text 817-907-2670 or email prezasrf@sfasu.edu **PRIOR TO** the quiz/test – indicating your absence. Without prior notice, students **WILL NOT** be able to make-up a missed quiz/test (Doctor's note or other approved confirmation required for missed quiz/test).

COURSE EVALUATIONS:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

LiveText Statement:

Upon your enrollment in this course, **if you do not already have an existing LiveText account**, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

STUDENT ETHICS AND OTHER POLICY INFORMATION:

Acceptable Student Behavior:

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. **This includes inappropriate use of laptop computers or "surfing the web" during class time and/or texting using cell phones. If this type of activity occurs, those students will lose the privilege of bringing that device to class for the remainder of the semester, period.** Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Integrity:

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at:

http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty:

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals:

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4:

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Respect for Diversity:

The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Students with Disabilities:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.



Communication Sciences and Disorders at Stephen F. Austin State University

COURSE OUTLINE PHONOLOGICAL DISORDERS SPH 501-001*

CSD 501 – Tuesdays and Thursdays from 12:30pm – 1:45pm in Telecomm 319

Mondays	Topic	Location	Readings
Week 1 Aug 27 & 29	Review of Course/Syllabus Review of Phonetics	Telecomm 319	EE: Ch 1 – 4
Week 2 Sept 3 & 5	Introduction to Applied/Clinical Phonology Phonological Deviations/Transcription	Telecomm 319	EE: Ch 1 – 4
Week 3 Sept 10 & 12	Diagnostic Procedures Assessment and Other Considerations Transcribing and Analyzing Speech Sounds	Telecomm 319	EE: Ch 4 Articles
Week 4 Sept 17 & 19	Transcription and Review for Exam Exam 1 on Sept 19th	Telecomm 319	
Week 5 Sept 24 & 26	Typical vs. Difference vs. Disorder Phonological Remediation	Telecomm 319	Class Examples EE: Ch 6 SSD: Ch 6
Week 6 Oct 1 & 3	Analyzing Phonological Deviations Interpreting Scores/Severity; Optimal Targets Developing Individualized Treatment Plans	Telecomm 319	Speech Analysis EE: Ch 7 SSD: Ch 4 & 8
Week 7 Oct 8 & 10	Developing Individualized Treatment Plans Bilingual Identification/Assessment	Telecomm 319	Articles Case Examples
Week 8 Oct 15 & 17	Bilingual Identification/Assessment Cultural and Linguistic Diversity	Telecomm 319	Articles Case Examples
Week 9 Oct 22 & 24	CLD/Professional issues; Review for exam Exam 2 on Oct 24th	Telecomm 319	
Week 10 Oct 29 & 31	Theories, Investigators, and Research SSD Intervention Models Overview	Telecomm 319	EE Chs 5, 8, & 9
Week 11 Nov 5 & 7	Eliciting Speech Sounds; Goal Writing Metaphonological Considerations PPT Slides for Presentations Due Nov 7th	Telecomm 319	ES Ch 1 – 5 SSD Chs 9 & 10
Week 12 Nov 12 & 14	In-Class Presentations and Discussions	Telecomm 319	Electronic Handouts SSD: Ch 25
Week 13 Nov 19 & 21	No Classes this week – ASHA Convention Online Bilingual Module for Discussion Post	Online Module	
Week 14 Nov 26 & 28	Thanksgiving Holiday – No Class Annotated Bibliography Due Dec 1st		
Week 15 Dec 3 & 5	Group Therapy; School-Based Issues Clinical Phonology Issues/Controversies Wrap up – Review for Final Exam	Telecomm 319	EE: Ch 10
Tuesday December 10 th	Final Exam (10:30 – 12:30pm)	Telecomm 319	Comprehensive

**Course Outline and Components are subject to change. Any changes/modifications made will be discussed in class at least one week prior to the change. Every effort will be made to make positive changes which will benefit students (e.g., postponing an exam to a later date).*