

CSD 745: Advanced Study in Phonological Disorders

Fall 2023

General Information

Instructor Information

Instructor: Sarai Holbrook, Ph.D., CCC-SLP

Office: CPS 040

Office Hours: TBD after clinic schedule is set

E-mail (preferred contact method): sholbroo@uwsp.edu

Note: I will attempt to respond to emails within 24 hours, excepting weekends. If I don't, please resend.

Office Telephone: 715-346-3524

Graduate Assistant: Emma Guenther, B.S.

Email: eguen764@uwsp.edu

Course Information

Course Description: Review of contemporary issues related to articulation, phonology, and childhood apraxia of speech. Assessment and treatment strategies for clinically and culturally diverse children.

Credits: 2

Meeting Location and Times: CPS 024; Fridays from 10:00-11:50am

Textbooks & Course Materials

| Title and information | How to get it |
|--|---|
| <p><i>Articulation & Phonological Disorders: Speech Sound Disorders in Children, 9th Edition</i> Bernthal, J., Bankson, N., & Flipsen, P. ISBN: 9781681255118 Publisher: Brookes</p> | <ol style="list-style-type: none"> Library: E-book link, option to download select chapters Bookstore: may have physical copies and E-book for purchase Your preferred online vendor: quality and version aren't guaranteed. (Amazon link) |
| <p><i>Interventions for Speech Sound Disorders in Children, 2nd Edition</i> Williams, L., McLeod, & McCauley, R. ISBN: 9781681253589 Publisher: Brookes</p> | <ol style="list-style-type: none"> Library: E-book link, option to download select chapters. Bookstore: may have physical copies for purchase Your preferred online vendor: quality and version aren't guaranteed. (Amazon link) |

Other Readings:

All other readings will be posted on Canvas.

Course Learning Objectives

Students will:

1. **Identify** – Classify and differentiate between various speech sound disorders (e.g., childhood apraxia of speech [CAS], articulation/phonological disorders) in children and adolescents across a diverse set of characteristics.
2. **Understand why** – Integrate theoretical models and philosophical issues into clinical decisions related to speech sound disorders in children and adolescents across a diverse set of characteristics.
3. **Assess** – Practice standardized, non-standardized, and/or dynamic assessments of speech sound disorders in children and adolescents across a diverse set of characteristics.
4. **Treat** – Select and/or design intervention plans using evidence-based practices to remediate speech sound disorders in children and adolescents across a diverse set of characteristics.

Pedagogy: Teaching-Learning Activities

I will use a variety of teaching tools including lectures, case studies, individual and small-group in-class exercises, discussion, videos, and assigned readings to facilitate your learning. **I expect that you will come to class having completed all the assigned readings**, ready to fully engage in class activities and meaningful discussion.

Graded Activities

I will assess what you have learned throughout the semester via the following. See full descriptions on Canvas:

| Description | Points |
|--|------------------|
| “Getting to Know You” Assignment | 5 |
| “SSDs in Media” Assignment | 30 |
| Skimming & Reading Guides | 5 pts X 12 = 60 |
| Biweekly Exams | 15 pts X 7 = 105 |
| Comprehensive Final Exam/Alternative Final Project | 100 |
| Total Points Possible | 300 |

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

| Letter Grade | Percentage |
|--------------|------------|
| A | 94-100% |
| A- | 90-93% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 74-78% |
| C- | 70-73% |
| D+ | 67-69% |
| D | 64-68% |
| D- | 60-63% |
| F | < 60% |

Late Work Policy

Assignments are due on the dates indicated. Work turned in after that date will receive a 20% reduction in points for each day it is late. Late work will not be accepted after 5 days past the deadline. If you have extenuating circumstances, contact me BEFORE the deadline to discuss viable solutions. Do this even if it's an email at midnight the night before it's due – I'd rather have you talk to me than have a nervous breakdown, cheat, etc.

Topic Outline/Schedule

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

| WEEK | DAY | OBJECTIVE: TOPIC | READINGS | ASSIGNMENTS |
|------|------|---|-----------------------------|---|
| 1 | 9/8 | Identify: Review typical development | BB&F Chs. 2-3 – skim/review | Exam 1 – What do you know? |
| 2 | 9/15 | Understand why: Basic intro to theoretical bases | BB&F Ch. 3 | Reading Guide 1 Skimming Guide Getting to Know You Due |

| | | | | |
|--------------|--------------------|--|---|---|
| 3 | 9/22 | Identify: Factors Related to SSDs & Classification and Comorbidity | BB&F Ch. 4 | Exam 2 Reading Guide 2 |
| 4 | 9/29 | Identify: Factors Related to SSDs & Classification and Comorbidity | BB&F Ch. 5 | Reading Guide 3 |
| 5 | 10/6 | No In-Person Class – I'll be at WSHA | Catch up/Get ahead 😊 Work on SSDs in Media Project | |
| 6 | 10/13 | All Objectives: No NSOME! Assess: Data Collection | BB&F Ch. 6 Lee et al. (2015) - Systematic Review pgs. 4-17 (<i>Can skim methods section</i>) | Exam 3 Reading Guide 4 |
| 7 | 10/20 | Assess: Decision Making+ | BB&F Ch. 7 | Reading Guide 5 |
| 8 | 10/27 | Treat: Traditional, Cycles, Minimal Pairs | WMM Chs. 3, 11, 17 | Exam 4 Reading Guide 5 |
| 9 | 11/3 | Treat: Multiple Oppositions/Complexity | WMM Ch. 4 & 5 | Reading Guide 6 SSDs in Media Project Due |
| 10 | 11/10 | All Objectives: Language and Dialectal Variations | BB&F Ch. 14 | Exam 5 Reading Guide 7 |
| 11 | 11/17 | Identify and Assess: CAS | Assessment of CAS: BB&F pgs. 373-378 ASHA Practice Portal on CAS | Reading Guide 8 |
| 12 | 11/24 | THANKSGIVING BREAK | NO CLASS! ENJOY! | |
| 13 | 12/1 | Treat: CAS – DTTC Webinar | Read: DTTC Chapter: WMM Ch. 21 Explore (not required): ASHA Evidence Maps for CAS BB&F pgs. 378-399 | Exam 6 Reading Guide 9 |
| 14 | 12/8 | Treat: CAS – ReST/TEMPO | WMM Ch. 20 | Reading Guide 10 |
| 15 | 12/15 | Treat: CAS – NDP3 | WMM Ch. 18 | Exam 7 Reading Guide 11 |
| FINAL | 12/21 2:45-4:45 | Choose Your Own Adventure! A. Alternative Final Due by 2:45 (early submissions welcomed) OR B. Take Final Final from 2:45-4:45 | | |

Course Policies and Resources

Disability Resources

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, **please contact me within the first week of class**. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm> for further assistance.

Communicate if You are Struggling!

If you find that you are having difficulty keeping up with assignments or have any concerns or difficulties in the course, **please contact me (even if it's later than you think is okay)!**. Let's find a solution together. I want to help.

Commit to Integrity

Basically, be honest. I will do my best to be very clear about what is and is not allowed on any given assignment, but ultimately, if something feels iffy, it probably is. Don't do it. I am eager to meet with you if you are struggling, so please, communicate instead of resorting to dishonest practices.

A note about using AI: Much of the writing that we do in this course will be handwritten; however, for any that you do complete on a computer, use of grammar and spell checkers (e.g., Grammarly, Word's spell check) is allowed. Use of more sophisticated generative systems (e.g., ChatGPT) is NOT allowed since writing, analytical, and critical thinking skills are part of your development as a competent professional. AI generated submissions are NOT permitted and will be treated as plagiarism.

UWSP's 2 cents:

https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf

COVID-19 Policies

Currently, here are the guidelines:

- Face coverings are NOT required to attend class
- If you have symptoms of COVID-19, please consider staying home. If you do come to class, please consider wearing a mask so we can all stay healthy. Either way, please, contact me ASAP and we'll work out solutions.
- If you have COVID, you will need to stay home for 5 days, then mask for another 5 days.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03. If you will need accommodations, please let me know within the first 3 weeks of class.

Understand When You May Drop This Course

It is your responsibility to understand when you need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) 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 includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Off Campus Access to Library Resources

Students can access library journals, databases, eBooks, and streaming videos from off campus. To access these resources, please go to the Library homepage (<https://www.uwsp.edu/library>) where there is a prompt to log on with your university login information before accessing resources. In addition, you can also link to library resources from Google Scholar by [following these directions](#).

Reference Librarians are also available and can be reached via virtual assistance:

- **Online chat:** www.uwsp.edu/library/chat
- **Text:** 715-602-3542
- **Email:** librefd@uwsp.edu
- **Personal Research Consultation:** <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>