



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (<i>College</i>): HHS	Academic Organization (<i>Department</i>): SPHP	Date: 4/22/08
Type of Course Proposal: New ___ Change <u>X</u> Deletion ___	Department Chair: Laureen O'Hanlon	Submitted by: Larry Boles
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u>	For Catalog Copy: Yes <u>X</u> No ___ CCE: Yes ___ No <u>X</u>	Semester Effective: Fall ___ Spring <u>x</u> , 2009 ___

This course replaces experimental course Subject Area (<i>prefix</i>) and Catalog Number (<i>course number</i>):	
This Catalog Number (<i>course number</i>) is being replaced:	

Change from:

Subject Area (<i>prefix</i>) & Catalog No. (<i>course no.</i>): SPHP 126	Title: Clinical Phonology	Units: 4
--	----------------------------------	-----------------

Change to:

Subject Area (<i>prefix</i>) & Catalog No. (<i>course no.</i>): SPHP 126	Title: Clinical Phonology	Units: 3
--	----------------------------------	-----------------

JUSTIFICATION:

Recent students, alumni and our Advisory Council requested more of the content of this course be included later in the program—at the graduate level. The content that covers treatment strategies and interventions will now be covered in SPHP 250.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Study of normal articulation and phonological development in children. Discussion of etiologies and specific characteristics of articulatory-phonological disorders. *Introductory* description of foundational specific assessment and treatment principles. Analyzes case studies.

Note:	
Prerequisite: SPHP 110 Enforced at Registration: Yes <u>X</u> No ___	
Corequisite: Enforced at Registration: Yes ___ No ___	
CAN (California Articulation Number):	
Graded: Letter <u>X</u> Credit/No Credit ___	Instructor Approval Required? Yes ___ No <u>X</u>
Course Classification (<i>e.g., lecture, lab, seminar, discussion</i>): C2	Title for SIS+/CMS (not more than 30 characters) Clinical Phonology
Cross Listed? Yes ___ No <u>X</u>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? <u>1</u>	
Can the course be taken for Credit more than once during the same term? Yes ___ No <u>X</u>	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acad/example.htm>

- The student will:
1. List and describe the structural (anatomical--physiological) mechanisms of speech production.
 2. Demonstrate knowledge of basic definitions of articulation and phonology and be able to explain the clinical distinction between articulation and phonology.
 3. Demonstrate knowledge of normal articulatory-phonological development in children, including being able to list and describe major milestones from birth through age 8.
 4. Identify the phenomenology and etiology of articulatory-phonological development and disorders in children.
 5. Explain the concept of articulation differences vs. disorders in children and adults who speak English as a second language.
 6. Explain variables (e.g., language, sensory) related to articulatory-phonological development and performance.
 7. List and describe assessment procedures for children with articulatory-phonological disorders and demonstrate ability to interpret and apply this information to specific cases discussed in class.
 8. List and describe intervention principles and currently-used clinical techniques for use with children with articulatory-phonological disorders.
 9. Expand on information presented in lectures through class discussion and interaction, analyzing the information and making critical evaluations of it from research and clinical perspectives.
 10. Interpret and apply information from lectures and the textbook to create and present a case study of a client with an articulatory-phonological disorder, explaining assessment and treatment techniques for that client.
 11. Understand and apply research in articulation and phonology to specific case studies of children with articulatory-phonological disorders as presented in class.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Examinations will include 50 true-false, multiple choice, and matching questions worth 2 points each. Each exam is worth 100 points, and will be administered in Scantron form (Form 883-ES). Student presentations will also be used for assessment.

For whom is this course being developed?

Majors in the Dept Majors of other Depts Minors in the Dept General Education Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No

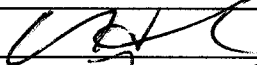
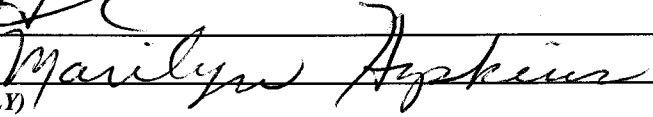
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). none

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	5-20-08
College Dean or Associate Dean: 	5-20-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL 5/27/08

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

SPHP 126: CLINICAL PHONOLOGY

Instructor: Celeste Roseberry-McKibbin, Ph.D., C.C.C.
Office: *Voice mail* is 278-7325; *email* is celeste@csus.edu
Website: www.hhs.csus.edu/homepages/SPA/Roseberry/

Spring, 2009

TEXTBOOKS

Pena-Brooks, A., & Hegde, M.N. (2007). *Assessment and treatment of articulation and phonological disorders in children: A dual-level text* (2ND ed). Austin, TX: Pro-Ed. Required. Available in Reserve Room at the Library.

Course Prerequisites: SPHP 110

COURSE DESCRIPTION

Study of normal articulation and phonological development in children. Discussion of etiologies and specific characteristics of articulatory-phonological disorders. **Introductory** description of foundational specific assessment and treatment principles. Analyzes case studies.

LEARNING OUTCOMES

The student will:

1. List and describe the structural (anatomical--physiological) mechanisms of speech production.
2. Demonstrate knowledge of basic definitions of articulation and phonology and be able to explain the clinical distinction between *articulation* and *phonology*.
3. Demonstrate knowledge of normal articulatory-phonological development in children, including being able to list and describe major milestones from birth through age 8.
4. Identify the phenomenology and etiology of articulatory-phonological development and disorders in children.
5. Explain the concept of articulation *differences* vs. *disorders* in children and adults who speak English as a second language.
6. Explain variables (e.g., language, sensory) related to articulatory-phonological development and performance.
7. List and describe assessment procedures for children with articulatory-phonological disorders and demonstrate ability to interpret and apply this information to specific cases discussed in class.
8. List and describe intervention principles and currently-used clinical techniques for use with children with articulatory-phonological disorders.
9. Expand on information presented in lectures through class discussion and interaction, analyzing the information and making critical evaluations of it from research and clinical perspectives.
10. Interpret and apply information from lectures and the textbook to create and present a case study of a client with an articulatory-phonological disorder, explaining assessment and treatment techniques for that client.

11. Understand and apply research in articulation and phonology to specific case studies of children with articulatory-phonological disorders as presented in class.

*These learning outcomes will be assessed using the assessment strategies of examinations and a course assignment. The following ASHA standards are met by successful completion of this course: **Standard III-B:** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Specific knowledge must be demonstrated in the following areas: Articulation—basic human communication processes—linguistic. **Standard III-C.** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Articulation—etiologies and characteristics of articulatory-phonological disorders. **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 disorders. Specific knowledge must be demonstrated in the following areas: prevention, assessment, and intervention for children with articulatory-phonological disorders.*

COURSE OUTLINE

COURSE INTRODUCTION; BASIC PERSPECTIVES IN ARTICULATION AND PHONOLOGY

BASIC PERSPECTIVES IN ARTICULATION AND PHONOLOGY

Phoneme classification
Phonological rules and processes
Clinical distinction between articulation and phonology

Chapter 2 Basic Unit

NORMAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS

Infant milestones; development of meaningful speech

Chapter 3 Basic Unit

NORMAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS (continued)

Development of the sound system
Phonological awareness and its relationship to reading

NORMAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS (continued)

**NORMAL DEVELOPMENT: INFANCY THROUGH EARLY
SCHOOL YEARS (continued)**

TEST ONE

**VARIABLES ASSOCIATED WITH ARTICULATION AND
PHONOLOGICAL DEVELOPMENT AND PERFORMANCE**

Anatomical, neurological, and physiological factors
Language skills, personal characteristics

Chapter 4 Basic Unit

**VARIABLES ASSOCIATED WITH ARTICULATION AND
PHONOLOGICAL DEVELOPMENT AND PERFORMANCE**

**ETHNOCULTURAL VARIABLES AFFECTING ARTICULATION
AND PHONOLOGICAL DEVELOPMENT**

African American English
Spanish language
Asian and Pacific Islander languages

Chapter 5 Basic Unit

**ASSESSMENT OF ARTICULATION AND PHONOLOGICAL
DISORDERS**

General principles of assessment; assessment objectives
Conducting a speech screening
Gathering a case history

Chapter 6 Basic Unit

**ASSESSMENT OF ARTICULATION AND PHONOLOGICAL
DISORDERS**

Administering standardized tests
Collecting connected speech samples
Conducting stimulability testing
Performing contextual and speech discrimination testing

ASSESSMENT CONTINUED

Analyzing and interpreting assessment information
Making a diagnosis and prognosis

ASSESSMENT CONTINUED

Making treatment recommendations

Test 2

BASIC PRINCIPLES AND PROCEDURES IN THE TREATMENT OF ARTICULATION AND PHONOLOGICAL DISORDERS

Selecting target behaviors and establishing baselines
 Developing measurable objectives
 Planning and developing a treatment program

Chapter 8 Basic Unit

BASIC PRINCIPLES AND PROCEDURES IN THE TREATMENT OF ARTICULATION AND PHONOLOGICAL DISORDERS

Establishing the motor production of sounds
 Increasing generalization
 Implementing a maintenance program

Chapter 8 Basic Unit (continued)

SPECIFIC TREATMENT PROGRAMS AND APPROACHES

Traditional approach to therapy
 Sensorimotor approach
 Multiple phoneme approach

Chapter 7

SPECIFIC TREATMENT PROGRAMS AND APPROACHES

Paired-stimuli approach
 Behavioral approach
 Contrast therapy approach

SPECIFIC TREATMENT PROGRAMS AND APPROACHES

Distinctive feature approach
 Hodson's cycles approach
 Phonological knowledge approach

TEST THREE

STUDENT PRESENTATIONS

STUDENT PRESENTATIONS

STUDENT PRESENTATIONS

COURSE REQUIREMENTS

Participation. Although attendance and participation are not formally graded, I will informally note them. I will take role randomly on days as I choose (especially days where we have guest speakers).

I anticipate that you will do all assigned readings. All readings should be completed **before class** on the day they are to be discussed. Please remember that lectures will be much easier to follow if you have read the day's assignment BEFORE you come to class. I suggest that you do the following:

1. Before class, read the reading(s) and highlight important information.
2. Attend class, hear the lecture.
3. After class, re-read the reading(s).

**I recommend that you review the day's lecture notes LATER THAT SAME DAY. This aids retention. Be sure to study all along! Research with adult learners indicates that in order to truly master information, you have to hear it at least four times and practice it six-eight times. Thus, you are encouraged to review and study course material frequently.

**We forget 95% of what we hear within 72 hours.

I do not allow chatting, either verbally or in sign language, during lectures. I also ask that when one student is talking, we all listen. Please don't chat unless you have been called upon! No pets or children may be brought to class without the instructor's prior approval.

4. 3 Examinations. 100 POINTS EACH

Four examinations will be given. You are required to take at least 3 of them. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF.** If you are allowed a make-up, the make-up can only be done during *the week before dead week*. YOU ARE RESPONSIBLE FOR CONTACTING THE PROFESSOR TO SCHEDULE THIS. If you are unable to take a test on the scheduled day **during class time**, then you are required to take the one offered during finals week. You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 4 exams, your lowest score will be thrown out and your 4 highest scores averaged together.

The examination during finals week will contain mostly comprehensive information. I will specifically review this information with you in order to guide your studying. You are welcome to review your previous 3 exams. You need to specifically schedule an appointment with me during office hours BEFORE finals week to do this. There is absolutely no note-taking permitted when you see your other 3 tests. You may only look at your other 3 tests in my office or in the adjacent waiting room. No one is permitted to take tests out of my office vicinity.

Examinations are based on lectures, readings, guest speakers, and videos. Lectures will cover some of the book information plus additional information not covered in the text. Thus, class attendance is encouraged.

Examinations will include 50 true-false, multiple choice, and matching questions worth 2 points each. Each exam is worth 100 points, and will be administered in Scantron form (Form 883-ES). For each exam, please bring a blue Scantron form 883-ES and a No. 2 pencil to class. **A minimum of 30 points on the exam will cover material in the readings not directly referred to in the lecture.** Thus, doing the readings is critical to good test performance. (*Note: I do not bring extra Scantrons to class. If you do not have a Scantron with you and a classmate doesn't have an extra, you cannot take that examination and will need to take Test 4. You may not leave class to purchase a Scantron.). Be sure to erase thoroughly on the Scantron. There is no leeway for "accidental" pencil marks or errors. In order to be fair and impartial, I will give you whatever grade the Scantron machine indicates you earned.

I will follow university policy regarding cheating and regarding the administration of a grade of "Incomplete." Students are allowed to drop the course only for serious and compelling reasons. It is critical to avoid plagiarism. At CSUS, plagiarism is defined as "the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Incorporation of another's work into one's own work requires adequate identification and acknowledgement.

STUDENT PRESENTATIONS (50 points)

You are requested to pair up with 3 other students and present a case study to the class. This presentation should take approximately 15 minutes.

This involves creating a fictitious client with an articulatory/phonological disorder and doing the following: (this can be an adult or a child)

1. Give the class the case history of the client
2. Select a test and show the class how to administer it (demonstrate with the actual test)
3. Give the class the test results
4. Tell the class what your treatment plan is. Include goals, objectives, methods, and materials that you will use in treating this client. ***Demonstrate/role-play part of a treatment session.***

The purpose of this assignment is to help you integrate all that you have learned during the semester. It's excellent preparation for clinic in graduate school, and is very helpful for comps at the end of your Master's program! ☺

Possible roles for each group member: 1) narrator, 2) child, 3) parent, 4) SLP

You need to create a 3-4 page handout to accompany your presentation. Each class member should receive a copy. If you do not have enough copies for everyone, I will take 2 points off of your overall grade for the presentation. I will grade you on the effectiveness of your presentation as well as the thoroughness of your handout. *Points are taken off for typos and spelling errors!*

Students will present in the order in which they have signed up for a particular day.