



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 228A: Speech Sound Disorders: Concepts and Methods	Section: 01
Meeting Days: Mondays and Wednesdays	Meeting Times: 12:30-1:20pm	Location: Computer lab, FLS 2204
Instructor: Dr. Heather Thompson	Email: heather.thompson@csus.edu	Phone: 916-278-6654
Office Location: Folsom Hall	Office Hours/Appointments: 10:00-11:20am Mondays and Wednesdays, or by appointment	

### Catalog Course Description

#### CSAD 228A.

#### Speech Sound Disorders: Concepts and Methods. 2 Units

**Prerequisite(s):** Admission to Graduate Program

**Corequisite(s):** CSAD 229A

**Term Typically Offered:** Fall, Spring

Speech sound disorders for graduate students in speech-language pathology. Foundations of speech sound disorders, as well as techniques and materials for assessing and treating speech sound differences and disorders of varying etiologies and presentations. Weekly content will be integrated with practical experiences to promote learning.

### Place of Course in Program

This course is generally taken by students in the first semester of the graduate program and is the concepts and methods class that accompanies the clinical course taken in the same semester (CSAD 229A). As part of this class, students will review speech sound production, including articulation, motor planning and execution, phonology, and accent modification. Assessment and intervention for the remediation of speech sound disorders will be presented and discussed. To promote learning and the student's ability to demonstrate knowledge of speech sound production, weekly content will be integrated with practical clinical experience.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y

<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

## Course Learning Outcomes:

Mastery of each student learning outcome listed below is indicated by a grade of B 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 B. 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. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students' opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students' mastery of each learning outcome.

### CSAD 228A SPECIFIC STUDENT LEARNING OUTCOMES:

Upon completion of this course the student will be able to:

1. Independently compare and contrast speech sound disorders by discussing their etiology, underlying anatomical and physiological characteristics, acoustic and linguistic characteristics, and developmental nature.
2. Compare and contrast speech sound disorders and differences and their linguistic and cultural characteristics.
3. Discuss interviewing techniques with a focus on culturally and linguistically diverse (CLD) clients.
4. List and discuss principles of screening and assessment.
5. Explain developmental norms as they apply to children with and without a delay or disorder.
6. Evaluate common standardized and non-standardized assessments with respect to the psychometric properties of reliability, validity, sensitivity, and specificity.
7. Select psychometrically valid and reliable assessment procedures for clients.
8. Describe and compare-contrast goal attack and target selection strategies
9. Describe cognitive-linguistic (including phonological) and motor-based intervention approaches.
10. Explain patterns of generalization expected from a specific speech sound production profile.
11. Design an appropriate, client-specific baseline and post-treatment assessment measure using trained, untrained, and generalization targets.

Course Learning Outcome	Components Indicating Competence	Grades Received
1-7	Exam	
1-11	Project & Presentation	

## Textbooks and Materials:

1. Bernthal, J.E., Bankson, N.W., & Flipsen, P. (2017). *Articulation and phonological disorders: Speech sound disorders in children* (8<sup>th</sup> ed.). Pearson Education.
2. McLeod, S & Baker, E. (2017). *Children's Speech: An Evidence-Based Approach to Assessment and Intervention*. Pearson.

## Online Resources:

1. Resources will be posted on CANVAS, as indicated in the syllabus.

## Course Requirements/Components:

Throughout the course, there will be an emphasis on critical thinking, problem-solving, and the real-world application of theory and knowledge. While the instructor will occasionally lecture, students are responsible for completing readings in detail to be able to discuss the contents in a seminar format.

As part of the course, students will complete one exam, one project, and one presentation. The exam will be focused on assessing student's foundational knowledge of speech sound development, speech sound disorders, and assessment and considerations for the development of an intervention plan. The project and presentation are designed to promote learning and the student's ability to demonstrate knowledge of speech sound production. A focus for the project will be the application of evidence-based clinical decision-making. Students will be required to problem-solve through a case, while applying knowledge of speech sound development and disorders, difference versus disorder, target selection strategies, patterns of generalization, selection of treatment outcome measures and approaches.

## Grading Policy:

The student's grade will be based upon the total # of points achieved for the semester out of the total possible.

Source	Points	% of Grade
Exam	100	50%
Project (50) & Presentation (50)	100	50%
<b>Total</b>	<b>200</b>	<b>100%</b>

Letter grades are assigned according to the following scores:

Points	%	Letter
184+	92-100	A
180-183	90-91	A-
174-179	87-89	B+
166-173	83-86	B
160-165	80-82	B-
154-159	77-79	C+
146-153	73-76	C
140-145	70-72	C-
134-139	67-69	D+
128-133	64-66	D
120-127	60-63	D-
<119	<60	F

## Course Policies/Procedures:

**Attendance:** Attendance at scheduled events, such as this course, is a professional responsibility and obligation. Role will be taken each class session. Students are allowed two unexcused absences. After the second absence, the instructor has the option of decreasing the student's grade by a ½ grade (e.g., from an A- to a B+) with each additional absence unless provided with a note from a medical doctor. It is the student's responsibility to inform the methods instructor if s/he will be absent for a class session.

**Drop/Adds:** Once students are enrolled in the corresponding practicum course (CSAD 229A), they are not allowed to drop this course without also dropping that course. Once students have accepted a client and a treatment session day and time, they are not allowed to drop CSAD 229A.

**Technology use in the classroom:** It is a course expectation that students will participate fully in class discussion and give classmates and discussion their full and undivided attention. Laptops or other technological devices will be discouraged during class time in order for students to be physically and mentally present in class. Students are not permitted to engage in therapy planning or complete other homework or clinical activities during class time.

“Multitasking” will not be permitted.

### TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities
01/22/2020	Introductions, review syllabus, assignment, client confidentiality, IPA, foundations of speech sound development	Syllabus, clinic manual McLeod & Baker, Ch 1-2 Benthal, Bankson, & Flipsen, Ch 1-2	
01/27/2020 & 01/29/2020	Foundations of speech sound disorders and differences, including: etiological, anatomical, physiological, acoustic, psychological, linguistic, developmental & cultural characteristics: 1. Speech Delay (e.g., genetic, OME, articulation, phonological, developmental/psychosocial) 2. Motor Speech Disorder (e.g., CAS, dysarthria, NOS, inconsistent SSD) 3. Speech Errors (e.g., /r/ and /s/) 4. Speech differences (ELL/CLD)	Benthal, Bankson, & Flipsen, Ch 5 McLeod & Baker, Ch 3, 5	
02/03/2020 & 02/05/2020	Planning for an assessment, transcription, difference versus disorder, patterns of ELL, developmental norms, patterns of generalization	McLeod & Baker, Ch 4, 6, 7 Articles as assigned	Make a list of possible tests to use with each of your Speech 1 Clients Clinic starts 02/03/2020
02/10/2020 & 02/12/2020	Psychometric properties of tests, outcome measures, strengths and weaknesses of outcomes (PCC, intelligibility, probe words, test data)	McLeod & Baker, Ch 8 Articles as assigned	
02/17/2020 & 02/19/2020	Interviews, assessments	Articles as assigned	
02/24/2020 & 02/26/2020	Error analysis, target selection strategies, baseline data collection	McLeod & Baker, Ch 9, Articles as assigned	Bring a list of client errors to class

03/02/2020 & 03/04/2020	Troubleshooting baselines, goal attack strategies, behavior, cumulative intervention intensity	McLeod & Baker, Ch 10, Articles as assigned	Bring a copy of baseline data to class
03/09/2020 & 03/11/2020	Tracking progress in treatment	McLeod & Baker, Ch 11 Articles as assigned	<b>Exam in class</b> 03/11/2020
03/16/2020 & 03/18/2020	Intervention for speech sound disorders; connecting approaches with disorder subtype: 1. Speech Delay (e.g., genetic, OME, articulation, phonological, developmental/psychosocial) 2. Motor Speech Disorder (e.g., CAS, dysarthria, NOS, inconsistent SSD) 3. Speech Errors (e.g., /r/ and /s/) 4. Speech differences	McLeod & Baker, Ch 12, 13, 15	
03/23/2020 & 03/25/2020	Interventions for speech sound disorders: Production training <ul style="list-style-type: none"> <li>Traditional articulation approach</li> <li>Distinctive feature theory</li> <li>Core vocabulary</li> </ul> Interventions for speech sound disorders: Auditory-Perceptual <ul style="list-style-type: none"> <li>Phoneme perception</li> <li>Focused auditory stimulation</li> </ul>	McLeod & Baker, Ch 14 Benthal, Bankson, & Flipsen Ch 9 Articles as assigned	
03/30/2020- 04/01/2020	SPRING RECESS – NO CLASSES HELD		
04/06/2020 & 04/08/2020	Interventions for speech sound disorders: Cognitive-linguistic <ul style="list-style-type: none"> <li>Meaningful minimal contrast approaches</li> <li>Complexity approaches</li> <li>Metalinguistic approaches</li> </ul> Interventions for speech sound disorders: Combined Approaches Accent modification	McLeod & Baker, Ch 16 Bernthal, Bankson, & Flipsen, Ch 12 Articles as assigned	
04/13/2020 & 04/15/2020	Presentations		<b>Project due in class</b>
04/20/2020 & 04/22/2020	Presentations		
04/27/2020 & 04/29/2020	Presentations		
05/04/2020 & 05/06/2020	Presentations		
05/11-05/15	FINAL EXAMS		

# 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, may be reported to the office of student affairs.

## 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.

## 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).

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

The University Reading and Writing Center <http://www.csus.edu/writingcenter/>

# Knowledge and Skills Acquisition (KASA) for Certification in Speech-Language Pathology

## **CSAD 228A: Speech Sound Disorders: Concepts and Methods.**

### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

### 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.

### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.