



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2024	Course: CSAD 228A: Speech Sound Disorders: Concepts and Methods	Section: 01
Meeting Days: Mondays and Wednesdays	Meeting Times: 3:00pm-3:50pm	Location: Folsom Hall 2206B
Instructor: Kathryn Vigil	Email: kathryn.vigil@csus.edu	Phone: 916-205-6099
Office Location: Folsom Hall	Office Hours/Appointments: 2:00 M/W and 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)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Intercultural/Global Perspectives: <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	Quizzes/ Assignments	
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* (9th ed.). Pearson Education. (optional)
2. McLeod, S & Baker, E. (2017). *Children’s Speech: An Evidence-Based Approach to Assessment and Intervention*. Pearson. (Required)

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 9-10 quizzes or assignments, one project, and one presentation. The quizzes will be focused on assessing students' 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 students' 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
Quizzes and Reflection on Action 10x10 points	100	50%
Project (50) & Presentation (50)	100	50%
Total	200	100%

Letter grades are assigned according to the following scores:

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

Late submission of assignments (project and presentation) will result in a deduction of 20% per day.

Course Policies/Procedures:

Attendance: Attendance at scheduled events, such as this course, is a professional responsibility and obligation. It is the student's responsibility to inform the methods instructor if s/he will be absent for a class session. Students are encouraged to attend class at the scheduled class times. If a student feels that attending class at a synchronous time will be a concern, please reach out as soon as possible so that solutions can be found. Grades will not be reduced if you become ill and have to miss synchronous class sessions, however I ask that you communicate with me to the greatest extent possible regarding any absences to that we can ensure that you obtain the needed materials to support your learning.

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.

Course Modality: The course will be held in-person.

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. Students are not permitted to engage in therapy planning or complete other homework or clinical activities during class time. "Multitasking" will not be permitted.

Health & Safety Information: If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/): <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Quizzes: The quizzes will be posted in Canvas and must be completed during the scheduled timeframe. The quizzes will be based on class lectures, assigned readings, class activities/homework, and discussions. Quizzes may be composed of multiple choice, short or long answers, true/false or matching questions. In the case of a documented medical emergency prior to the quizzes, the student will be required to notify the instructor in advance of the quiz and provide documentation of the illness/injury or emergency. Students who fail to complete one or more of the quizzes by the last day of the final exam period may receive a "0" on their exam(s) as per instructor discretion.

I (We) understand that taking quizzes during the *regular* class period can be restrictive and does not address the myriad of environments students are taking their exams in. To address this specifically, the "*availability*" of exams will be across a period of 3 days (72 hours). The time to take the exam, once students begin, will remain consistent with the class period time (i.e., 75mins). Students, however, have the flexibility to take their exam **at any time during the availability period**. For example, if a student's home environment and availability best correspond to 11:30pm on a Wednesday or 6:00am on Friday, the student will be able to control for this.

Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

Online exams via Canvas: Quizzes are to be completed **independently**, though students may utilize their individual notes and texts. It is expected that students will maintain all aspects of academic integrity.

Note: In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities
1/22-1/24	Introductions, review syllabus, assignment, client confidentiality, IPA, foundations of speech sound development	Syllabus, clinic manual, McLeod & Baker, Ch 1-2	Quiz 1 due
1/29-1/31	Interview, planning for an assessment, transcription, difference versus disorder, patterns of ELL, developmental norms, patterns of generalization 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)	McLeod & Baker, Ch 4, 6, 7 Articles as assigned Benthal, Bankson, & Flipsen, Ch 5 McLeod & Baker, Ch 3, 5	Quiz 2 due Make a list of possible test procedures to use with each of your Speech 1 Clients Discuss “pre-judgments”
2/5-2/7	Interview/ assessments continue. Psychometric properties of tests, outcome measures, strengths, and weaknesses of outcomes (PCC, intelligibility, probe words, test data)	McLeod & Baker, Ch 8 Articles as assigned	Quiz 3 due
2/12-2/14	Assessment cont.	Articles as assigned	Quiz 4 due
2/19-2/21	Error analysis, target selection, probing, baseline data collection	McLeod & Baker, Ch 9, Articles as assigned	Quiz 5 due Discuss “pre-judgments” VS “discovery”
2/26-2/28	Troubleshooting baselines, goal attack strategies, behavior, cumulative intervention intensity	McLeod & Baker, Ch 9, Articles as assigned	Quiz 6 due Discussion of client errors
3/4- 3/6	Tracking progress	McLeod & Baker, Ch 10, Articles as assigned	Bring a copy of baseline data to class Quiz 7 due
3/11-3/13	Materials? Behaviors? Catch up	Articles as assigned	Quiz 8 due Develop intervention plan for client
3/18-3/24	SPRING BREAK		

Date	Topic/Class Content	Readings	Assignment/Activities
3/25-3/27	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 11, 12 (only pages 413-422, 13, 15)	Quiz 9 due
4/1 (NO CLASS) 4/3	Interventions for speech sound disorders: Production training <ul style="list-style-type: none"> Traditional articulation approach Distinctive feature theory Core vocabulary 	McLeod & Baker, Ch 14 Benthal, Bankson, & Flipsen Ch 9 Articles as assigned	Quiz 10 due
4/8-4/10	Interventions for speech sound disorders: Cognitive-linguistic <ul style="list-style-type: none"> Multiple Oppositions Presentations (2) 	McLeod & Baker, Ch 16 Bernthal, Bankson, & Flipsen, Ch 12 Articles as assigned	Articles due one week prior to presentation
4/15-4/17	Presentations (4)		
4/22-4/24	Presentations (4)		
4/29-5/1	Presentations (4)		
			Project due by end of day 5/12

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: <https://www.csus.edu/umannual/student/stu-100.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, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format:

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

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.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Locations of gender-neutral restrooms on campus:

Maryjane Rees Language, Speech and Hearing Clinic, 2nd Floor of Folsom Hall

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.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Online Learning

For additional information, please review the CSAD Handbooks website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- **Begin planning now for private, uninterrupted time in your schedule** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclinkemail account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others

- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

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.