

# CSD 745: Advanced Study in Phonological Disorders

Fall 2022

## General Information

### Instructor Information

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

*Office:* CPS 040

*Office Hours:* TBD after my clinic schedule is finalized

*E-mail (preferred contact method):* [sholbroo@uwsp.edu](mailto:sholbroo@uwsp.edu)

*Note:* I will attempt to respond to emails within 24 hours, excepting weekends. I will respond to those on the Monday following. If I don't, please resend.

*Office Telephone:* 715-600-2112

### 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 10:00-11:40am

### Textbooks & Course Materials

Title and information	How to get it
<p><i>Articulation &amp; Phonological Disorders: Speech Sound Disorders in Children, 9<sup>th</sup> Edition</i>            Bernthal, J., Bankson, N., &amp; Flipsen, P.            ISBN: 9781681255118            Publisher: Brookes</p>	<ol style="list-style-type: none"> <li>1. Bookstore: Physical copies and E-book for purchase</li> <li>2. Library: <a href="#">E-book link</a>, option to download select chapters</li> <li>3. Your preferred online vendor: quality and version aren't guaranteed.</li> </ol>
<p><i>Interventions for Speech Sound Disorders in Children, 2<sup>nd</sup> Edition</i>            Williams, L., McLeod, &amp; McCauley, R.            ISBN: 9781681253589            Publisher: Brookes</p>	<ol style="list-style-type: none"> <li>1. Library: <a href="#">E-book link</a>, option to download select chapters.</li> <li>2. Bookstore: may have physical copies for purchase</li> <li>3. Your preferred online vendor: quality and version aren't guaranteed.</li> </ol>

### 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., CAS, articulation/phonological disorders) in children and adolescents across a diverse set of characteristics.
2. **Understand why** – Integrate theoretical models and philosophical issues into assessment and intervention 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
“All About Me!” Assignment	10
Weekly Reading Guides/Reading Notes	5 pts X 13 = 65
Biweekly Writing Reflections	15 pts X 6 = 90
Biweekly Exams	15 pts X 7 = 105
Optional Extra Credit	10
Comprehensive Final Exam	100
<b>Total Points Possible</b>	<b>370</b>

## Grading Scale

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

<b>Letter Grade</b>	<b>Percentage</b>
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 cheat, have a nervous breakdown, 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	9/9	<b>Identify:</b> Review typical development <b>Understand why:</b> Basic intro to theoretical bases	BB&F Chs. 2-3	Exam – What do you know? All About Me! Due <b>9/12</b>
2	9/16	<b>Identify:</b> Factors Related to SSDs	BB&F Ch. 4	Reflection Due Reading Guide
3	9/23	<b>Identify:</b> Classification and Comorbidity	BB&F Ch. 5	Exam Reading Guide
4	9/30	<b>Assess:</b> Data Collection	BB&F Ch. 6	Reflection Due Reading Guide
5	10/7	<b>Assess:</b> Decision Making+ <b>All Objectives:</b> No NSOME!	BB&F Ch. 7 Lee et al. (2015) - Systematic Review pgs. 4-17 ( <i>Can skim methods section</i> )	Exam Reading Guide
6	10/14	<b>Treat:</b> Minimal Pairs/ Multiple Oppositions	WMM Chs. 3 & 4	Reflection Due Reading Guide
7	10/21	<b>Treat:</b> Complexity	WMM Ch. 5	Exam Reading Guide
8	10/28	<b>All Objectives:</b> Language and Dialectal Variations	BB&F Ch. 14	Reflection Due Reading Guide
9	11/4	<b>Identify:</b> CAS	Read: <a href="#">ASHA Practice Portal on CAS</a> Explore: <a href="#">ASHA Evidence Maps for CAS</a>	Exam Reading Guide
10	11/11	<b>Assess:</b> CAS – Assessment	BB&F pgs. 373-378; WMM pgs. 449-450, pgs. 508; pgs. 539-544	Reflection Due Reading Guide
11	11/18	<b>Treat:</b> CAS – DTTC Webinar <b>No in-person class</b>	WMM Ch. 21	Reading Guide (No exam or reflection 😊)
12	11/25	THANKSGIVING BREAK	NO CLASS! ENJOY!	THANKSGIVING
13	12/2	<b>Treat:</b> CAS – ReST/TEMPO	WMM Ch. 20	Exam Reading Guide
14	12/9	<b>Treat:</b> CAS – NDP3	WMM Ch. 18	Reflection Due Reading Guide
<b>FINAL</b>	Monday 12/19	8:00 am – 10:00 am (Trust me, I didn't pick the time)		Comprehensive Final

## 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 as early as possible**. 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.

UWSP's 2 cents: Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information see: [https://www.uwsp.edu/dos/Documents/2015\\_Aug\\_AcademicIntegrityBrochure.pdf](https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf)

### COVID-19 Policies

I am following University guidelines for management of COVID-19. For full details, please see the guidelines available at: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>. Specifically relevant to our time here are these points:

- Face coverings are required to attend class
  - Our classroom is in the clinic – masks are required
- If you have symptoms of COVID-19, DON'T COME TO CLASS! Please, contact me ASAP.
- If I need to quarantine, class will pivot to online, synchronous meetings at our regularly scheduled time.

## 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](http://www.uwsp.edu/library/chat)
- **Text:** 715-602-3542
- **Email:** [librefd@uwsp.edu](mailto:librefd@uwsp.edu)
- **Personal Research Consultation:** <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>