

CSD 3250– Phonological and Articulation Disorder

Spring 2023 (3 credit hours)
10:00-11:15 Tuesday/Thursday
Swaid Room 215
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Office hours are posted on my office door
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Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Course description:

Phonological and Articulation Disorders. (3) Fall, Spring
Identification, classification, analysis, and remediation of phonological and articulation disorders.

Prerequisite:

CSD 2900

Required Texts:

Koch, C., (2019). *Clinical management of speech sound disorders: a case-based approach*. Burlington, Jones & Bartlett Learning.

Relationship to ASHA Standards

ASHA upholds Standards related to academic and clinical training as well as continuing education. This course contributes to the completion of:

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.)

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.

Relationship to HU Liberal Arts Curriculum/University Learning Outcomes (ULO)

The Liberal Arts Program reflects the principles contained in the University's mission statement and provides a foundation of study in all fields. The Department of Communication Sciences and Disorders curriculum incorporates several of these principles in each course offered. The principles included in CSD 325 are as follows:

ULO #2 Communication – Students will demonstrate effective communication (e.g., written, non-written, spoken)

ULO #3 Critical Thinking – Students will examine issues, ideas, artifacts, and events to formulate or assess an opinion or conclusion.

Program Learning Outcomes (PLO)

The Department of Communication Sciences and Disorders (CSD) faculty have identified program learning outcomes for CSD graduates. The faculty believe that the achievement of these PLOs will reflect a graduate who exemplifies skills ready to enter the workforce or chosen graduate program.

PLO #2: CSD students will demonstrate critical thinking skills for assessment within their discipline.

Measure: Achievement of this learning objective will be determined by a case study assignment in CSD 3250. A student must independently complete the assignment with 80% accuracy as measured by the course instructor.

Course Objectives

Upon completion of this course, the student will demonstrate knowledge of the following objectives as demonstrated by achieving a passing grade on all exams and course projects:

1. Describe the core constructs of speech sound disorders, i.e., anatomy and physiology; articulatory phonetics; motor, dialectical variations; and the dynamics of speech production (i.e., coarticulation)
2. Critically evaluate contemporary research in speech sound disorders and describe research applications to clinical practice.
3. Describe typical articulation acquisition and the characteristics of normal sound production (place, manner, and voicing)
4. Administer, score, and interpret articulation screening and diagnostic tests and describe the phonetic inventory of a young child with speech sound errors
5. Identify, analyze, and transcribe disordered articulation and phonology
6. Differentiate between phonetic and phonological disorders in children.
7. Plan a diagnostic assessment for articulation and phonology for young children.
8. Describe and apply various intervention approaches for articulation and phonological disorders
9. Differentiate between etiologies contributing to articulation and phonological disorders

Within each module of this course are **module objectives**. These objectives are designed to help meet the course objectives. Students are encouraged to be familiar with the objectives associated with each module.

Module 1: Basic Concepts and Articulatory Phonetics

- a) Explain the different types of speech sound disorders
- b) Recall the prevalence and incidence of speech sound disorders
- c) Accurately judge and transcribe disordered speech
- d) Identify and explain the components of the speech chain

Module 2: Phonological Development and Cultural/Linguistic Considerations

- a) Analyze and determine the developmental stages of speech acquisition
- b) Discuss the influence of dialect and linguistic differences on speech acquisition and production

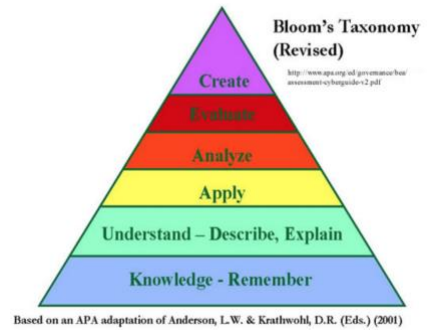
Module 3: Assessment

- a) Administer and interpret an independent phonological analysis
- b) Administer and interpret a relational phonological analysis
- c) Interpret, describe, and organize the findings of an articulation/phonological assessment
- d) Diagnose speech sound disorder type from findings of an articulation/phonological assessment

Module 4: Treatment

- a) Explain the basic constructs of various programs/remediations for the treatment of disordered articulation/phonology
- b) Develop and implement various programs/remediations for the treatment of disordered articulation/phonology.
- c) Demonstrate ability to choose and apply appropriate therapy approach for the given case

In an upper-level course of this nature, we should be interacting with the material at the top of Bloom's Taxonomy. To meet this objective, this course is taught in a modified "flipped classroom" style utilizing components of a pedagogy termed Team-Based Learning. This teaching style allows students to take on a deeper level of mastery while allowing for higher-level learning and critical thinking. In this teaching style, the student will spend time outside of class interacting with the assigned material, including readings, video lectures, quizzes, or other resources. We will apply the newly acquired **knowledge** to activities such as case studies, **discussions, analysis, and evaluation in class**. By the end of the course, the student will **create** evidence-based treatment plans for clients with speech sound disorders.



My goal for you is to master the course content, develop the ability to think and problem solve, prepare to be a lifelong learner, develop interpersonal skills, and enjoy this class.

(adapted from Larry Michaelsen https://teambasedlearning.site-ym.com/page/introducing_TBL)

Course Requirements: All course requirements must be completed to receive credit for this course.

- Each student must observe therapy in our clinic, at a site approved by the course instructor, or through Master Clinician Network. ASHA requires that each student observe at least a minimum of 25 hours of therapy. After this course, you should have at least 3 hours of observation (speech sound disorder treatment/diagnostic) that you will record in your Calipso account. Forms for the documentation of the observations can be found in the clinic handbook located on the HU CSD website. It is your responsibility to keep up with this critical documentation. (see observation protocol located on Canvas)
- Each student will participate in a group project that models different articulation and phonological therapies. You will be given an assessment summary and background information. Each group will formulate appropriate goals and objectives for therapy AND demonstrate a minimum of three different therapy activities that could be used to facilitate evidence-based objectives.
- Each student will complete 4 article reviews.
- Each student will take a midterm and final exam.
- There will be periodic in-class readiness assurance quizzes.

All course requirements must be completed to receive credit for this class.

Grades: Your grade will be based on the total amount of points you accumulate. The value of each exam and assignment are listed below.

Phonetics Review Quiz – 5% of course grade

RATs– 25% of course grade.

Exams – 40% of course grade as follows:

Midterm Exam - 20%

Final Exam – 20% Comprehensive

Group Project – 15% of course grade

Article Summaries – 10% of course grade

Observations – 5% of course grade

A 90%-100%

B 80%-89%

C 70%-79%

D 60%-69%

F below 60%

Course Policies and Professional Conduct

- Attendance is expected. The role will be checked at each class meeting. Two unexcused absences will be tolerated. Upon the third absence, your final grade will be lowered by one letter grade per number of days absent over 2. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F."
- Communication Protocols – Outside of class, communication between instructor and students will be through Harding University email. It is expected that students check their Harding email a minimum of one time a day. It is expected that students will reply to an email within 12-24 hours and same is expected from the instructor
- Students are expected to read assigned material prior to coming to class and be prepared to participate in class discussions. Students who miss class for any reason are responsible for all content. Time will not be spent in class going over material with students who have missed class. If the student needs additional assistance an appointment should be scheduled with the instructor.
- Recording (visual or audio) of any type is not permitted by the student. The instructor may record classes to be made available to students who have an excused absence or other appropriate circumstances.
- All typed assignments must be double-spaced, using Times, Times New Roman, or Arial font. All font sized for typed assignments must be size 12.
- Students may be called on to answer questions and/or provide opinions during class discussion.
- All cell phones must be turned off during class and out of sight.
- Written work must be correct in mechanics (e.g. spelling, grammar, punctuation, etc.) Points will be deducted for inadequate work.
- **Academic Integrity:** Cheating will never be tolerated. You will be turned in on the spot, excused to leave and not come back. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record. Also, submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Obtaining information from students taking this course during a previous semester or giving information to students in subsequent semesters is considered Academic Dishonesty. In addition, a student repeating the course may not "recycle" assignments.
- Any requests for test changes must be approved **ahead** of time. No exceptions!
- The instructor will return student work as promptly as possible.
- No make-up quizzes are permitted.
- Late Assignments are unacceptable unless prearranged with instructor.

The best way to contact me is through the Harding email. Office hours listed on the first page of this syllabus. Please contact me sooner rather than later, if you find yourself struggling with the material.

When navigating on Canvas all needed material will be made available in the "module" section (which is your home screen). Do not go into the "files" section as this contains way more material then you need and will confuse you.

Code of Academic Conduct: Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

Academic Grievance Policy: If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the [policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Academic Support Services: Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services: Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

Dress Code: All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code.

COVID-19 Statement: My goal is to provide a safe and positive learning environment for all students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19 pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the novel coronavirus. Every precaution will be taken to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities and work assignments. Every effort will be made to notify you of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching--learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Students with Disabilities: Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self---identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 205 in the Student Center, telephone, (501) 279-4019.

Time Management Expectations: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

This course adheres to university guidelines regarding workload requirements per credit hour.

Helpful Hints for Success:

1. Keep up with the reading. Really read it.... Really!

Colossians 3:23

Whatever you do, work heartily, as for the Lord and not for men

Proverbs 14:23 *All hard work brings a profit, but mere talk leads only to poverty. (NIV)*

2. Make a plan! I have provided a detailed schedule so that there are no surprises. It is also provided so that you can plan accordingly.

Proverbs 16:9

We plan the way we want to live, but only God makes us able to live it

3. Come to class....yes, it's that easy, and yes, it makes a huge difference to your grade.

Proverbs 6:6-11

You lazy fool, look at an ant. Watch it closely; let it teach you a thing or two. Nobody has to tell it what to do. All summer it stores up food; at harvest it stockpiles provisions. So how long are you going to laze around doing nothing How long before you get out of bed? A nap here, a nap there, a day off here, a day off there, sit back, take it easy—do you know what comes next? Just this: You can look forward to a dirt-poor life, poverty your permanent houseguest!

4. Get a study buddy. This material lends itself to team learning.

Ecclesiastes 4:9-10

Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow

5. Believe in yourself! Having a good attitude goes a long way. Our Father tells us to do this:

Philippians 4:8

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.

Tentative Course Outline

subject to change at the instructor's discretion

<u>Week</u>	<u>Topic</u>	<u>Reading/Assignments</u> (Also Refer to Canvas)	<u>Learning Activities</u> (Also Refer to Canvas)
Week 1 and Week 2 <u>Introduction Module</u> <u>Module 1: Basic Concepts and Articulatory Phonetics</u>	<ul style="list-style-type: none"> • Introduction to course and expectations • Introduction to Team-based learning • Transcription • Types of SSD • Speech chain • Basic concepts and articulatory phonetics 	<ul style="list-style-type: none"> • Syllabus • Academic integrity exercise • Team-based learning video • Module 1 Reading Guide 	<ul style="list-style-type: none"> • Discussion • IPA quiz • Form TBL groups • Demonstration RAT • IPA review • Discussion • Transcription of disordered speech • Module 1 RAT
Week 3-5 <u>Module 2: Phonological Development and Cultural/Linguistic Considerations</u>	<ul style="list-style-type: none"> • The sequence of speech sound acquisition • Prelinguistic development • Linguistic development and speech 	Module 2 Reading Guide	<ul style="list-style-type: none"> • Discussion • Chapter case study • IPA Quiz • Application exercise • Discussion • Module 2 RAT • Chapter Case Study • Discussion • Case Studies • Article #1 Due
Week 6	Linguistic and Cultural Considerations		<ul style="list-style-type: none"> • AHSA's Cultural Competence Checklist • Case Studies: Difference vs. Disorder • Article #2 Due
Week 7	Review for Exam		Review
Week 8	Midterm Exam		

<p>Weeks 9-11</p> <p><u>Module 3: Assessment</u></p>	<p>Assessment and Diagnosis</p>	<ul style="list-style-type: none"> • Module 3 Reading Guide 	<ul style="list-style-type: none"> • Observation of assessment • Relational phonological analysis • Assessment tool "speed dating" • RAT 3 • Khan-Lewis and Case Study • Article #3 Due
<p>Weeks 12-13</p> <p><u>Module 4: Treatment</u></p>	<p>Intervention and Therapy Approaches (Principals of Intervention)</p>	<p>RAT 4 Reading Guide</p>	<ul style="list-style-type: none"> • Independent phonological analysis • RAT 4 • Guided Observation • Assign project • Case studies
<p>Week 14</p>	<p>Thanksgiving Break</p>		
<p>Week 15-Week 16</p>	<p>Intervention and Therapy Approaches (Articulation Based Approaches)</p>		<ul style="list-style-type: none"> • Article #4 Due • Presentations
<p>Final Exam Week</p>			

