SLPA 6708 ADVANCED ARTICULATION AND PHONOLOGICAL DISORDERS

Semester Hours: 3

Semester/Year: Fall, 2012

Instructor: Lama K. Farran, Ph.D., CCC-SLP

Office Location: 252 Education Annex

Office Hours: Tuesday & Thursday 1:30 pm – 4:00 pm

Online Hours: Wednesday 8 am – 1:00 pm

Telephone: Direct Line: (678) 839-6075
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Online Support

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION

Advanced articulation and phonological disorders is designed to offer students information, and practice in gaining clinical skills in speech-language pathology techniques for intervention with difficult-to-manage articulation/phonological disorders in schools or other clinical settings. Prior clinical practice and successful completion of an undergraduate/introductory course in articulation/phonology are required as pre-requisites for this course.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (ASHA Standards, NBPTS, and INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

The course instructor will draw upon various pedagogical methods for this class. Such methods include small group discussion, whole-group discussion, case studies, and web-enhanced components (on-line discussion threads, video clips).

COURSE OBJECTIVES

Link to American Speech, Language, and Hearing Association (ASHA) Standards

ASHA documents detail the Standards for the Certificate of Clinical Competence (SCCC). The document is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It includes nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Because of the importance of the ASHA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Course Objectives. Accordingly, the relevant Standard(s) are noted under each Course Objective. The relevant
Conceptual Framework areas and INTASC Principles also are noted and discussed in more detail below.

Students will:

1. Describe the developmental, linguistic, and psychological aspects of communication effectiveness in relation to articulatory and phonological skills. (Bernthal, Bankson & Flipsen, 2009; Pena-Brooks & Hedge, 2000) (Conceptual Framework Descriptors: Knowledgeable; Reflective) (Standards: ASHA Standard III-B; NBPTS 5)

2. Compile information packets regarding etiologies and characteristics of poor intelligibility in school and hospital client populations. (Bauman-Waengler, 2004; Bernthal, Bankson & Flipsen, 2009) (Conceptual Framework Descriptor: Knowledgeable) (Standards: ASHA Standard III-C; NBPTS 1, 2)

3. Compile information packets regarding prevention of articulation and phonology disorders among school and hospital client populations. (Bauman-Waengler, 2004; Bernthal, Bankson & Flipsen, 2009) (Conceptual Framework Descriptor: Knowledgeable) (Standards: ASHA Standard III-D; NBPTS 1, 2)

4. Select articulatory/phonological assessments applicable to a wide-range of clients in speech impaired programs. (Bauman-Waengler, 2004; Bernthal, Bankson & Flipsen, 2009) (Conceptual Framework Descriptors: Decisive; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Reflective) (Standards: ASHA Standard III-D; NBPTS 2, 4)

5. Demonstrate skills in selected articulatory/phonological intervention techniques designed to enhance professional effectiveness with particular clients. (Bauman-Waengler, 2000; Bernthal, Bankson & Flipsen, 2009) (Conceptual Framework Descriptors: Decisive; Inquisitive; Culturally Sensitive; Knowledgeable; Reflective) (Standards: ASHA Standard III-B, III-C, III-D; NBPTS 1, 2, 3)

6. Identify cultural considerations in designing and implementing articulatory/phonological programs (Bauman-Waengler, 2004; Bernthal, Bankson & Flipsen, 2009). (Conceptual Framework Descriptors: Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective) (Standards: ASHA Standard III-B, IV-G; NBPTS 4)
TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:


Recommended Texts:


References:

Hodson, B. W. (2011, April 05). Enhancing Phonological Patterns of Young Children With Highly Unintelligible Speech. *The ASHA Leader*


Assignments:

1. **Midterm Exam.** A mid-term exam will cover all components of the course (texts and related in-class presentations). Mid-term exam will be written with format covering the following: short answer, essay, multiple-choice, matching, or true-false questions. (100 points)
Learning Outcomes 1-6.

2. **Case Studies.** Each student will participate in two in-depth case studies focused on a client with an articulation/phonological disorder. The response to the case study should include (1) a brief case history (background information provided by the instructor), (2) analysis and interpretation of the case, based on information given, (3) your prescriptions for what should be done next for this client (includes appropriate measurable long-term goals and short-term objectives, if indicated), (4) cultural considerations, and (5) reflection of the process. Culture is fluid. Do not automatically assume what an individual’s culture is based on his or her race or ethnicity. For each case, you are expected to research the client’s culture and include specific details about the individual’s culture with appropriate cultural considerations for how the client’s culture may impact intervention in your write-up. A rubric will be provided. (100 points)

This assignment is an artifact for your ASHA Standards Portfolio.

Learning Outcomes 4, 5, 6.

3. **Article Critique.** Each student will review two recent journal articles (articles written within the past 3 years) on the same issue related to articulation and/or phonological processing disorders, summarize themes, report findings, and provide a critique/analysis. A rubric will be provided. (50 points)

Learning Outcomes 1, 2, 3, & 6.

5. **Assessment Protocols.** Each student will select two articulation measures and administer the measures to peers/others with “pretend” articulation/phonological disorders. Tests findings are to be written-up and submitted to the professor, with some tests ear-marked for discussion within the classroom. (100 points)

Learning Outcomes 4, 5, 6.

4. **Workshop Presentation.** In dyads and/or triads students will work together to present a workshop on a pre-selected therapy technique. Workshops will include the full processes from advertising to self-evaluation of the workshop and will include materials and presentation formats to address auditory, visual, and tactile/kinesthetic learners. Power Point slides, role-playing, and/or video clips will be used to facilitate the presentation, as well as a list of references (e.g., professional literature) and handouts for other class members and the instructor. A rubric will be provided. (100 points)

Learning Outcomes 5, 6.

5. **Video Presentation.** Students will conduct a therapy session illustrating skills in a pre-selected therapy technique. Videotaped presentation will include the full processes of therapy from introduction and rapport for the session to evaluation of the session. A five minute segment of the session will be submitted to CourseDen on the due date. Each student presentation will include a self-critique of the process (What worked? What didn’t? What would you do differently? How has this process influenced your future practice as a speech-language pathologist in this area, specifically?) A rubric will be provided. (100 points)
Learning Outcomes 5, 6.

Evaluation Procedures:

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<thead>
<tr>
<th>Requirement</th>
<th>Points Assessed</th>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
<td>1-6</td>
</tr>
<tr>
<td>Case Studies (2 @ 50 points each)</td>
<td>100</td>
<td>4,6</td>
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<tr>
<td>Article Critique</td>
<td>50</td>
<td>1,2,3, &amp; 6</td>
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<tr>
<td>Workshop Presentation</td>
<td>100</td>
<td>5,6</td>
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<tr>
<td>Video Presentation</td>
<td>100</td>
<td>5,6</td>
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<tr>
<td>Assessment Protocols</td>
<td>100</td>
<td>1-6</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>550</strong></td>
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Grading Policy:

90-100 A (495-550 points)  
80-89   B (440-494 points)  
70-79   C (385-439 points)  
0-69    F (0-384 points)

CLASS POLICY

Please note:

As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

1. **Attendance and Participation.** Students are expected to attend all class sessions, read assigned material prior to class, and be active participants in the learning process. Class activities will include discussion, role playing, and group collaborative activities requiring the participation of all students.

2. **Students** are required to conduct themselves according to professional standards, as discussed in the general program orientation, during class sessions and when conducting on-site observations.
3. Written work submitted must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, organization, etc.). Points will be deducted for inadequate written work.

4. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font, unless other specified by the instructor. **All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.**

5. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability.

6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.

7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).

8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. **See the APA Guide for the correct method to cite other authors’ work.**

9. Work submitted late will receive a 10-point reduction from the earned grade up to two days after the due date. No assignments will be accepted beyond this timeframe.

**RELIGIOUS OBSERVANCES:** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

**ADA STATEMENT:** Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the UWG Disability Services Office must accompany this request.

**ACADEMIC HONESTY:** Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses of purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt
with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and Graduate Catalog.
Tentative Course Schedule Outline

*This outline provides a guide for the sequence of topics in this course. Deviations may be necessary.*

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<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>8/23</td>
<td>Introductions, Syllabus Review, CourseDen, ASHA Standards</td>
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<tr>
<td>Week 2</td>
<td>8/30</td>
<td>Foundations of Speech Development</td>
<td>Chapter 1 &amp; 2</td>
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<td>Week 3</td>
<td>9/6</td>
<td>Theoretical considerations underlying typical phonological Development</td>
<td>Chapter 2 Cont. Chapter 3, P. 66-75</td>
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<td>Week 4</td>
<td>9/13</td>
<td>Typical Articulation &amp; Phonological Development</td>
<td>Chapter 3</td>
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<td>Article Critique Due</td>
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<td>Week 5</td>
<td>9/20</td>
<td>Classification</td>
<td>Chapter 4</td>
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<td>Week 6</td>
<td>9/27</td>
<td>Assessment</td>
<td>Chapters 5</td>
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<td></td>
<td>Case Studies Due</td>
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<td>Week 7</td>
<td>10/4</td>
<td>Assessment</td>
<td>Chapter 5</td>
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<td>Week 8</td>
<td>10/11</td>
<td>Midterm Exam</td>
<td>Chapters 1 - 5, all articles, lectures, &amp; class activities</td>
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<tr>
<td>Week 9</td>
<td>10/18</td>
<td>Treatment</td>
<td>Chapter 7</td>
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<td>Week 10</td>
<td>10/25</td>
<td>Language &amp; Dialectal Variations</td>
<td>Chapter 8</td>
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<td>Week 11</td>
<td>11/1</td>
<td>Phonological Awareness</td>
<td>Chapter 9</td>
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<td>Week 12</td>
<td>11/8</td>
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<td>Workshop Presentations Due</td>
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<tr>
<td>Week 13</td>
<td>11/15</td>
<td>ASHA NO CLASS</td>
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<td>Week 14</td>
<td>11/22</td>
<td>THANKSGIVING NO CLASS</td>
<td>THANKSGIVING NO CLASS</td>
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<tr>
<td>Week 15</td>
<td>11/29</td>
<td>Special Populations</td>
<td>Selected Readings CourseDen</td>
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<td>Week 16</td>
<td>12/6</td>
<td></td>
<td>Video Presentations Submitted to CourseDen 12/2-12/6</td>
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