



**SAN JOSÉ STATE  
UNIVERSITY**

***DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES***

**EDSP 251 – SEMINAR IN PHONOLOGICAL DISORDERS**

**Fall 2013**

Fridays 9:00am – 11:45am, SH 120

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**Office Hours:** by appointment only

*Thanks to Dr. Wendy Quach, from whom most of the information below was obtained!*

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## **I. COURSE INFORMATION**

### **A) Course Overview**

Establishes a level of advanced competency in the knowledge and understanding of phonology and phonological disorders: the procedures of analysis, the assessment of phonological disorders and the establishment of intervention strategies as a logical consequence of diagnostic findings. 3 Units.

**Prerequisite:** Graduate standing or instructor consent.

This course is intended as an extension of undergraduate courses on speech sound disorders (EDSP 120). It is assumed that students will be familiar with phonological terminology and concepts, phonetic transcription, developmental norms for phonology, and diagnostic methods from an undergraduate course on phonology and/or EDSP120. *If you have questions about the background knowledge required for this course, please come see me as soon as possible.*

The purpose of this graduate seminar is to introduce students to evidence based practices (EBP) in clinical treatment of developmental phonological disorders. The essential goal of this course is for students to learn how to find, evaluate and apply relevant evidence towards clinical cases. Evidence from clinical research will be discussed to promote students' understanding of the efficacy of various sound selection and treatment methods. In addition, students will learn how to find relevant evidence and apply this evidence to clinical cases. For speech language pathologists employed in the schools, children with phonological disorders constitute over

90% of the average caseload (ASHA, 2010). Thus, the effective remediation of developmental phonological disorders represents a critical skill for any SLP student who intends to work in the public schools.

Instructor and student generated topics of special interest may also be discussed. Reading assignments will provide clinical and theoretical information relevant to the topic for that week. Discussions are intended to clarify main points from the readings and to engage students in critical thinking skills relative to EBP. Students are expected to provide personal contributions to demonstrate integration and application of the material. Course materials and important announcements are available on Canvas.

The course will use a combination of Keynote presentations and seminar format involving participation with discussion. For most classes, there will also be small group activities related to the topic of discussion.

Changes may be made to the schedule.

Additional readings may be provided at the discretion of the instructor and changes or additions may be announced in class. Students are responsible for amending the assigned schedule accordingly.

## **B) Student Learning Objectives**

### ***ASHA Standards***

This course meets the following standard of the Standards and Implementation Procedures for the Certification of Clinical Competence in the area of articulation:

**Standard III-B:** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

**Standard III-C:** The applicant must demonstrate knowledge of the nature of speech sound disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

**Standard III-D:** The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with speech sound disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder.

**Standard III-E:** The applicant must demonstrate knowledge of standards of ethical conduct as it relates to assessment and treatment of speech sound disorders.

**Standard III-F:** The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence based clinical practice.

**Standard IV-B:** The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

## **COURSE PROMISES**

1. To identify the nature of anatomic/physiologic, acoustic, linguistic, cognitive and cultural characteristics of normal speech production and normal articulation development (IIIB).
2. To identify the nature of phonological disorders, including etiology, characteristics, anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (IIIC).
3. To discuss clinical opinions and philosophies (IVB).
4. To review, abstract, and critique professional journal articles dealing with phonological disorders related to assessment and intervention (IIIF).
5. To administer and score phonological assessments (IIID).
6. To analyze data from formal and informal assessment results (IIID).
7. To propose recommendations based on diagnoses (IIID).
8. To prepare a written summary report (IIID).
9. To prepare treatment goals and objectives (IIID).
10. To choose treatment strategies to address specific goals and objectives (IIID).
11. To observe HIPPA guidelines (IIIE).
12. To demonstrate professional and effective written and oral communication skills (IVB).

## **C) Readings and Useful Websites**

### **REQUIRED**

- Bernthal, J., & Banskou, N. & Flipsen, P (2012). Articulation and phonological disorders (7th Ed.). Needham Heights: Allyn & Bacon.
- Journal articles posted on Canvas

### **USEFUL WEBSITES**

- <http://ggsc.wnmu.edu/academic/mat/tesol/phonology/phonemes/vowels/vowels.html>

This site provides examples of English vowels in words.

- <http://www.unc.edu/~jlsmith/ipa-fonts.html>

This site provides tutorials on how to download and use IPA fonts

- <http://www.library.sjsu.edu/>

This site allows you to view the full library catalog at SJSU

- [http://www.sjsu.edu/at/ec/canvas/student\\_resources/index.html](http://www.sjsu.edu/at/ec/canvas/student_resources/index.html)

This site contains info on how to access and use Canvas

- <http://ipa.typeit.org/full/>

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## LECTURE OUTLINES

The purpose of these outlines is to provide you some help in following the lecture and improving your real time comprehension of the material. Lecture outlines will be on the web, through Canvas if you wish to take advantage of this convenience. Please use the link below for information on how to log on.

- eCampus Student Resources for Canvas: [http://www.sjsu.edu/at/ec/canvas/student\\_resources/index.html](http://www.sjsu.edu/at/ec/canvas/student_resources/index.html)
- e-campus homepage: <http://www.sjsu.edu/ecampus/>

## D) Course Expectations

### 1) To read the assigned materials prior to each class.

By reading the articles as the topics are presented, you are better able to clarify information and participate in class discussions. Integrating information is expected in this course. Therefore, memorizing isolated components will not be sufficient in your overall comprehension of the material.

### 2) To attend all classes. If you miss a class, you are responsible for obtaining the material by asking a fellow student for the notes and for any handouts. Due to the nature of the course, it is impossible to allow a student to “make up” material with individual lectures. The breadth and depth of material to be covered necessitates regular attendance to achieve a good grade. Be prepared to participate in in-class activities, hands on practices and discussions.

### 3) To complete the required projects/exams:

- a) 3 Exams 40% (multiple choice, T/F, short answer and essay)
- b) Article Summary 20%
- c) Transcription (P/F)
- d) Case Study Project (2 parts) 40%

## E) Grading

### 1) Course Assignments

- a)Article Summary (20%)
- b)Case Study Project, Dx (20%)
- c)Case Study Project, Tx (20%)

### 2) Exams (40%)

Three non-cumulative tests will be administered at the beginning of the designated class period. Questions will include true/false, multiple choice, and short answer/essay.

### Your letter grade is based on the following scale:

A+ 100% to 98%	A 97% to 94%	A- 93% to 90%
B+89% to 87%	B 86% to 84%	B- 83% to 80%
C+79% to 77%	C 76% to 74%	C- 73% to 70%
D 69% to 60%	F 59% & below	

All work must be completed in acceptable and ethical manner. See Academic Integrity Statement section below.

Failure to complete all activities in an ethical and acceptable manner (presentations, case study) will result in lowering the final grade by one letter. All work must be submitted on time.

## F) Remediation

For students entering the professions of speech language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

**These additional remediation activities will not alter the grade earned on a particular examination or assignment;** however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

## G) Illness and Absence Policy for Project Due Dates

- There are no exams in this class. All projects must be submitted on time.
- In case you are ill or have an emergency on the day a project is due, please let me know by email, phone, or in person of your status within 24 hours of the class in which the project is due. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week. You may submit your work via email.
- Any notification after the 24-hour period will not be accepted and will result in a "0" (zero) on the project.
- For students who observe religious holidays on the day a project is due, please inform me of any conflicts as soon as possible. Alternate due dates will be determined.

## H) Adding/Dropping

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at: <http://info.sjsu.edu/static/catalog/policies.html>

Add/drop deadlines can be found on the current academic calendar web page at:  
[http://www.sjsu.edu/provost/services/academic\\_calendars/index.html](http://www.sjsu.edu/provost/services/academic_calendars/index.html) .

The Late Drop Policy is available at: <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at:  
<http://www.sjsu.edu/advising/>.

## II. UNIVERSITY POLICIES

### Academic Integrity Statement

- Let me start by saying that the following information is not meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your commitment as a student to learning is evidenced by your enrollment at San Jose State

University. The University's Academic Integrity policy, located at: <http://www.sjsu.edu/senate/docs/S07-2.pdf>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The

Student Conduct and Ethical Development website is available at: <http://www.sjsu.edu/studentconduct/>

- The policy on academic integrity can be found at: [http://www.sjsu.edu/studentconduct/Students/Student\\_Academic\\_Integrity\\_Process/](http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/)
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an F for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S072 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

### Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Presidential Directive 97-03 at: [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at: <http://www.drc.sjsu.edu/> to establish a record of their disability.

### III. COLLEGE AND DEPARTMENTAL POLICIES

#### Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

#### Mission Statements

Lurie College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San Jose State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The mission of the Department of Communicative Disorders and Sciences is to provide high quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

#### HIPAA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

#### Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the CD&S Clinic or in public access areas within CD&S (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

#### Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available upon request.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website ([www.asha.org](http://www.asha.org)) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

## **IV. CAMPUS RESOURCES**

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center (<http://www.sjsu.edu/at/asc/>) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors and upper division, or graduate level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center Staff can be found at: <http://www.sjsu.edu/writingcenter/about/staff>.