COMD 690: Seminar in Speech-Language Pathology: Clinical Practices in Speech Sound Disorders
(3 credits)
Spring 2019
Mon/Wed: 10:20 – 12:50
Class Location: 177 TLRB

Instructor Information:
Katy Cabbage, Ph.D., CCC-SLP
Email: kcabbage@byu.edu
Phone: (801) 422-0507
Office: 161 TLRB
Office Hours: Monday, 1:00 – 2:00; Thursday, 10:00 – 11:00

Course Description:
This course will provide you with information on assessment, treatment target selection and treatment methods for children with speech sound disorders. Get excited! You will become familiarized with current research on treatment of speech sound disorders and you will learn how to evaluate and apply this evidence to clinical cases. It is assumed that you will already be familiar with terminology associated with the International Phonetic Alphabet (IPA) and be able to readily read transcribed speech and quickly interpret terminology related to phonetics and phonology. Familiarity with this terminology and IPA transcribed speech is required throughout the course.

Learning Outcomes:
At the end of the course, it is anticipated that you will:
1. Demonstrate knowledge of basic concepts, terminology and theory in phonology as applied to the diagnosis and treatment of children with speech sound disorders.
2. Demonstrate transcription skills adequate to transcribe speech of children with disordered speech production.
3. Demonstrate knowledge of how to conduct multiple assessment types including standardized, nonstandardized, and differentially diagnose various speech sound disorders.
4. Plan a phonological assessment, analyze and integrate findings and determine presence of disorder.
5. Develop a treatment plan including selection of goals, goal attack strategies, procedures, and activities based on available evidence.
6. Use evidence-based practice to select treatment targets and plan intervention for children with speech sound disorders.

Readings:
Textbook (Required):

- This textbook is required and will not be available on Learning Suite, so students will need to obtain a copy.

Journal Articles/Supplemental Readings
- Additional supplemental readings, as assigned, will be made available on Learning Suite. Additional Readings will be announced in class before they are due.
All reading assignments are posted on the syllabus and will be posted on Learning Suite.
- Students are responsible for reading the assigned chapter/readings before the class for which it is assigned.

Suggested/Optional Text:
If you think you might go into a pediatric setting, I highly recommend:

COURSE REQUIREMENTS

Students have the opportunity to earn 300 points in this class. The assignments and points allocated are outlined below.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Reflections</td>
<td>On-going (see syllabus)</td>
<td>50 (5 points each)</td>
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<tr>
<td><strong>In-Class Assignments</strong></td>
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<tr>
<td>GFTA Transcription Practice</td>
<td>5/13/19</td>
<td>25</td>
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<tr>
<td>Phonological Analysis</td>
<td>5/29/19</td>
<td>25</td>
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<tr>
<td>SSD Intervention Plan</td>
<td>TBD</td>
<td>50</td>
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<tr>
<td>Standardized Assessment Review</td>
<td>5/20/19</td>
<td>50</td>
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<tr>
<td>Evidence-based Article Review</td>
<td>On-going (see syllabus)</td>
<td>50</td>
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1. **Reading Reflections to be submitted before every class period (50; 5 points each)**
   a. Answer a couple of questions about the reading and submit at least one question/pondering you had for that day’s readings before class. To submit:
      i. Navigate to the Reading Reflections folder on Learning Suite
      ii. Click on the Google Survey link for that day’s reading
      iii. Fill it out and submit your Reading Reflection.

2. **In-class Assignments (50 points)**
   a. Throughout the semester, students will complete 6 in-class assignments, each of which are worth 10 points (one will be dropped). These assignments are unannounced and planned according to class needs.

3. **Application Projects (100 points)**
   a. **GFTA Transcription** (25 points)
      i. Using a video posted on Learning Suite, you will transcribe the GFTA for a child with a SSD. Details of this assignment will be provided when assigned.
   
   b. **Phonological Analysis** (25 points)
      i. Given a transcribed speech sample for a child with an SSD, you will conduct informal phonological analysis. Details of this assignment will be provided when assigned.
   
   c. **SSD Intervention Plan** (50 points)
i. Working in pairs (and one group of 3) you will be given a case history, speech sample and analysis for a child with a SSD. Groups will create an intervention plan using an appropriate intervention approach, sample clinical goals and objectives, and outlined therapy plan. Groups will be required to video record a sample session implementing the selected therapy approach. Further details will be provided when this project is assigned.

4. Informed Graduate Students Projects
   a. Standardized Assessment Review (50 points)
      i. In groups of 3 (and one group of 4), you will provide a thorough review of a standardized assessment tool in the clinic. Details of this assignment will be provided when it is assigned.
   b. Evidence-Based Article Review (50 points)
      i. For each class period, students will review a journal article related to the topic du jour. By 5/6/19, students will sign up to cover one of the papers and present it on the day outlined in the syllabus. Students will provide a 4-7 minute in-class presentation of the article. Students will also provide a written review of their selected article providing key take-away points from the article. All reviews will be posted to share with the class - we’re creating our own Informed SLP reviews. Further details for this assignment will be provided 5/6/19.

COURSE POLICIES
1. Attendance is required. Students are strongly encouraged to ask questions and actively participate in class discussions. The aim of this course is to help students critically engage with developmental processes of speech acquisition and speech sound disorders through exposure to content and discussion. Attendance is critical to success in this course. In-class assignments and discussion cannot be made-up unless you have a documented illness or an emergency. Please communicate with the instructor in the event that you need to miss class.

2. Assignment Policies. Assignment details and due dates are listed in the course schedule and the Learning Suite calendar. Late assignments will incur a 20% points deduction for each day late. Assignments submitted more than five days late will not be accepted and will incur a score of 0 points. If you have a legitimate medical reason or other unforeseen circumstance making it impossible for you to hand an assignment in on time, you must contact the instructor as soon as that situation becomes apparent and discuss options for an extension. An extension will only be granted for significant medical or family emergencies documented by official paperwork (such as a doctor’s note) and at the instructor’s discretion.

3. Course Flexibility. Every attempt will be made to cover all the topics listed in the course outline. However, the instructor reserves the right to adjust the content of the course material and/or assignments should this be considered appropriate in order to meet the objectives of the course or the needs of the students.

4. Professional Behavior. All students are expected to behave in a respectful and professional manner during class times and in all personal or written interactions with fellow students and faculty. That includes not talking with each other during class and turning off cell phones. If you have an urgent matter that requires you to use your phone to text or place a call, please leave the classroom to do so.
UNIVERSITY POLICIES

Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct
As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at http://titleix.byu.edu.

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

COURSE SCHEDULE
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>INFORMED GRAD STUDENT PRESENTATION</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>W - 5/1</td>
<td>SSD Overview Review of Terminology Transcription Refreshers including Transcribing Disordered Speech In-class Transcription Practice</td>
<td>M &amp; B CH 1, 2, 4 (review, if needed)</td>
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<td>2</td>
<td>M – 5/6</td>
<td>Speech Sound Disorders: Subtype Causes Phonological Theory</td>
<td>M &amp; B CH 5 pgs 135-159 (review CH 3, if needed)</td>
<td>RR #1</td>
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<td>W – 5/8</td>
<td>Developmental Norms and how to interpret</td>
<td>M &amp; B CH 6</td>
<td>McLeod &amp; Crowe, 2018 Storkel, 2018</td>
<td>RR #2</td>
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<td></td>
<td>W – 5/15</td>
<td>Assessment: Differential Diagnosis of SSDs</td>
<td>Strand et al., 2013 Murray et al., 2015 ASHA</td>
<td>Williams &amp; McLeod, 2012</td>
<td>RR #4</td>
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<td>4</td>
<td>M – 5/20</td>
<td>Intervention Principles for SSDs</td>
<td>Kamhi, 2006 Supplemental: M &amp; B CH 10, 11, 12</td>
<td>Petersen et al., 2009 Anthony et al., 2011</td>
<td>RR #5 STANDARDIZED ASSESSMENT REVIEW DUE</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Relevant Readings</td>
<td>Notes</td>
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<td>5</td>
<td>M – 5/27</td>
<td>NO CLASS – Memorial Day</td>
<td>Gierut et al., 1996; Powell &amp; Miccio, 1996; Rvachew &amp; Nowak, 2001; Storkel, 2018</td>
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<td>W – 5/29</td>
<td>Intervention: Phonological Disorders in varied populations</td>
<td>Rvachew, 2001</td>
<td>RR #7 PHONOLOGICAL ANALYSIS DUE</td>
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<td></td>
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<td>M &amp; B CH 13, pgs 467-482</td>
<td>Rudolph, 2014</td>
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<td>Bellon-Harn, Hoffman, &amp; Harn, 2004</td>
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<td>Hambly et al., 2013</td>
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<td>Gildersleeve-Neumann et al., 2008</td>
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<td>McLeod, Verdon, et al., 2017</td>
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<td>Tyler et al., 2002</td>
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<td>6</td>
<td>M – 6/3</td>
<td>Guest Lecturer Lorie Reese: SSD Therapy in the Schools</td>
<td>M &amp; B CH 14, pgs 484-500</td>
<td>RR #8</td>
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<td>W – 6/5</td>
<td>Lorie Reese/ Traditional Articulation Therapy Treatment</td>
<td>Mcintosh &amp; Dodd, 2008</td>
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<td>Farquharson, 2018</td>
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<td>7</td>
<td>M – 6/10</td>
<td>Motor Planning Treatment</td>
<td>M &amp; B CH 14, pgs 500-511</td>
<td>RR #9</td>
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<td></td>
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<td>Strand, Stoeckel, &amp; Baas, 2006</td>
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<td>Thomas, McCabe, &amp; Ballard, 2014</td>
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<td>8 M – 6/17</td>
<td>Cleft Palate and Dysarthria</td>
<td>M &amp; B CH 14, pgs 513</td>
<td>M &amp; B CH 14, pgs 485 - 496</td>
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SSD INTERVENTION PLAN DUE: TBD

Note: The instructor reserves the right to amend or modify the syllabus schedule and assignments as needed during the semester.

Evidence-based Articles to review:


Lof, G.L., & Ruscello, D. (2013). Don’t blow this therapy session. *Perspectives*


