

University of Florida
College of Public Health & Health Professions Syllabus
SPA 5204: Phonological Disorders (3.0 credit hours)
Fall 2021 Semester

Delivery Format: On-campus (Primarily Classroom/Traditional)

Course Website: [SPA5204 - Phonological Disorders \(instructure.com\)](https://instructure.com/spa5204)

Section: 24355

Class number: SPA 5204

Class Time: TH, Periods 2 to 4 (8:30 – 11:30 am)

Classroom: HPNP G114

Instructor: Kenneth J. Logan, Ph.D., CCC-SLP

Email: klogan@ufl.edu

Office Room Number: 4132 HPNP

Office Phone Number: 352-273-6561

Preferred Mode of Course Communication: Email (klogan@ufl.edu or via Canvas mail)

Office Hours: Thursdays 1 to 3 p.m. or by appointment

Teaching Assistants: None

Course Prerequisites: Successful completion of coursework on phonetics, normal bases of speech and language, and introductory coursework in speech-language disorders.

PURPOSE AND OUTCOME

Course Overview

This 3-credit course covers advanced principles of assessment, diagnosis, and intervention associated with disorders that affect speech sound production and resonance.

Instructional Methods

On-campus (Primarily Classroom/Traditional). Portions of the course will feature “blended learning.”

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Relationship between Course Objectives and Program Outcomes/Clinical Certification Standards:

- Standard IV-B: Knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- Standard IV-C: Knowledge of the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of disorders that affect speech sound production and/or resonance across the lifespan.
- Standard IV-D: Knowledge of the principles and methods of prevention, assessment, and intervention for people with disorders that affect speech sound production and/or resonance, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of those disorders.
- Standard IV-E: Knowledge of ethical issues as they pertain to the clinical management of individuals with speech sound disorders
- Standard IV-F: Knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice for individuals with disorders that affect speech sound production and/or resonance.
- Standard IV-G: Knowledge of contemporary professional issues pertaining to the nature and treatment of disorders that affect speech sound production and/or resonance.
- Standard V-A: Demonstrate competence in oral and written communication.
- Standard V-B: Demonstrate assessment and intervention skills that are necessary for providing clinical services to individuals who have disorders that affect speech sound production and/or resonance.

COURSE OBJECTIVES. *By the completion of the course, students will be able to:*

Knowledge Objectives (Standards IV-B, IV-C, IV-D, IV-E, IV-F, IV-G)

- Define and contrast basic terms and concept that pertain to phonology and phonetics. (IV-B)
- Describe developmental milestones at ages 1 through 9 years pertaining to the acquisition of speech sounds, consonant clusters, and syllable shapes, speech sound production accuracy and phonological error patterns. (IV-B)
- Explain the difference between disorders of articulation and phonology. (IV-C)
- Describe etiological factors associated with disorders that affect functioning in phonology, articulation, and resonance. (IV-C)
- Compare/contrast the terms *difference* and *disorder* as they apply to functioning in phonology, articulation, and resonance. (IV-B)
- Describe the salient characteristics of disorders that affect functioning in the areas of phonology, articulation, and/or resonance. (IV-C)
- Explain the role of anatomical and physiological factors in disorders that affect speech sound production and resonance. (IV-C)

- Describe how the functioning of individuals with phonological disorders, articulation disorders, and/or resonance disorders changes over the lifespan. (IV-C)
- Describe the role of psychological factors in the nature and treatment of disorders that affect speech sound production and resonance. (IV-B, IV-C)
- Compare/contrast assessment protocols used to assess functioning in the areas of phonology, articulation, and resonance at various points of the lifespan and with various clinical populations. (IV-D)
- Compare/contrast the characteristics of formal tests and informal instruments that are used to assess functioning in the areas of phonology, articulation, and resonance. (IV-D)
- Describe contemporary methods used to assess the oral mechanism. (IV-B)
- Describe how to modify assessment protocols to fit the needs of individual patients. (IV-D)
- Describe evidence-based procedures used to improve communicative functioning in individuals with disorders that affect speech sound production and resonance across the lifespan. (IV-D, IV-F)
- Describe how a client's age, developmental level, and/or cultural or linguistic background might affect how a clinician implements a specific treatment approach. (IV-D)
- Describe how treatment approaches for phonological disorders compare to treatment approaches for articulation disorders. (IV-D)
- Discuss methods used to evaluate the effectiveness of clinical intervention programs for individuals with disorders that affect speech sound production and/or resonance. (IV-D, IV-F)

Skill Objectives (Standards V-A, V-B)

- Use phonetic transcription techniques to describe the speech of typical and disordered speakers. (IV-B, V-B)
- Describe phonological and phonetic characteristics of a speech sample, particularly in relation to phonemic accuracy, articulatory precision, coarticulatory and assimilative effects, and resonance. (IV-B, V-B)
- Identify and describe suprasegmental characteristics of speech production of individuals from across the lifespan. (IV-B, V-B)
- Identify and describe the accuracy with which speech sound segments are produced (i.e., speech sound substitutions, omissions, distortions, and additions; systematic error patterns) in speech samples from individuals across the lifespan. (IV-B, V-B)
- Administer and interpret results from an instrument that assesses speech sound production. (V-B)
- Design and administer informal assessment tools that provide information about speech sound functioning. (V-B)
- Assess the speech sound production skills of individuals who either (a) speak a non-standard English dialect, or (b) speak English as second language. (IV-B, V-B)
- Interpret clinical data to diagnose speech sound production disorders in children. (V-B)
- Summarize simulated assessment results in a report that is written in clinical style. (V-B)

- Develop intervention plans that feature appropriate and measurable goals for clients from special clinical populations (e.g., childhood apraxia of speech, cerebral palsy, hearing loss, velopharyngeal dysfunction). (V-B)
- Demonstrate the ability to implement common treatment strategies that address aspects of speech sound production and resonance. (V-B)
- Demonstrate the ability to accurately answer questions that caregivers and teachers commonly ask about disorders that affect functioning in phonology, articulation, and resonance. (IV-B, V-B)

COURSE MATERIALS AND TECHNOLOGY

Required

1. Brosseau-Lapr , F. & Rvachew, S. (2020). *Introduction to Speech Sound Disorders*. San Diego: Plural Publishing, Inc. (see Course Schedule for due dates on specific chapters)
2. Reserved readings: Contemporary peer-reviewed journal articles on speech sound disorders. (Access via Canvas/UF Libraries; see Course Schedule for due dates.)

Recommended

1. Hardin-Jones, M, Chapman, K., & Scherer, N. (2015). *Children with Cleft Lip and Palate: A Parents' Guide to Early Speech-Language Development and Treatment*. Bethesda, MD: Woodbine House. (See Course Schedule for suggested due dates.)

Most lecture-related materials will be accessible via the course Canvas website. Some of the required activities are available as a free supplement to the required textbook; others may require download of free software. Additional assigned readings may require access to the UF Libraries (Reserved Readings).

For technical support for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Grading

1. **Skill-Building Activities:** Students will complete a series of skill-building activities during and outside of class, each of which targets key assessment and treatment skills pertaining to speech sound disorders.
 - a. **Due dates:** See due dates on Course Schedule and in Canvas.
 - b. **Grading:** 10 points each, 10 pairs of activities (20 activities total), **30% of overall course grade.** Scores of 8 and above are passing. Passing grades will be assigned to submissions that contain few errors overall and no major conceptual mistakes. Fail grades may trigger additional remedial work so that students can demonstrate satisfactory attainment of the clinical certification requirement pertaining to knowledge and skills associated with clinical management of speech sound disorders.
2. **IPA Transcription Project:** Students will complete a series of self-paced practice exercises that are designed to facilitate development of phonetic transcription skills. After completing those assignments students will schedule an appointment to take a 10-point competency test, which is worth **10% of the course grade.**
 - a. **Due date:** Competence test can be done between October 18 and December 9.
 - b. **Grading:** The competency test will be based on printed word lists and sentences, as well as a paragraph-length recording, and will be graded on a 10-point scale. Grades below 8 will trigger remedial work so that students can demonstrate satisfactory attainment of the clinical certification requirement pertaining to assessment of speech sound production. (A grade of 7 will be assigned in cases where a student has more than three types of errors (e.g., /r, æ, ʒ/ transcription errors, affricate transcription errors, vowel errors) and each of those errors affect 10% or more of transcription opportunities).
3. **Midterm Exam:** Students will complete a 60-minute examination. Exam questions will assess students' comprehension of critical facts and concepts from weeks 1 through 7.
 - a. **Due date:** Thursday, October 14, individually administered during class time
 - b. **Grading:** 100 points total, **20% of overall course grade.** Exam responses will be graded for correctness, completeness, and when applicable, clarity. Scores < 77% will trigger the need for remedial work so that you can demonstrate satisfactory attainment of clinical certification requirements pertaining to knowledge of speech sound disorders.
4. **Treatment Presentation:** Students will work in teams of 4 to 6 to develop a 15- to 20-minute presentation on a specific treatment method for speech sound disorders. Treatment method topics will be assigned in class. Each team member will be responsible for reading and summarizing at least one peer-reviewed journal article related to the group's topic. Presentations should summarize main features of the treatment approach and perform an activity that demonstrates its implementation.
 - a. **Due date:** Variable, between 10/18 and 11/21.
 - b. **Grading:** 10 points total, **10% of overall course grade.** Presentations will be graded for accuracy of informational content and the accuracy with which the treatment activity is executed.

5. **Final Exam:** Students will complete a take-home examination that involves summarizing important course concepts and demonstrating the ability to analyze and interpret clinical data to develop a corresponding treatment plan. This is an individual examination. Students cannot collaborate with classmates or copy information from outside sources.
- Due date:** The exam will be distributed on December 3 and is due December 14.
 - Grading:** 100 points total, **30% of overall course grade.** Exam responses will be graded for correctness, completeness, and when applicable, clarity. Scores < 77% will trigger the need for remedial work so that students can demonstrate satisfactory attainment of clinical certification requirements pertaining to speech sound disorders.
6. **Simucase Project:** Students will be complete 4 Simucase cases and then participate in an instructor-led debriefing. This assignment will be graded as pass/fail, with passing grades awarded upon successful completion of the four debriefings. Failure to complete the project will lower the student's overall course grade by one letter grade (e.g., A- → B-).

Mapping of Course Assessments to Clinical Certification Standards

Standard	Standard Content	Exams	Skill-Building & Transcription Activities	Treatment Presentation	Simucase
IV-B	Knowledge of basic human communication processes	x	x		x
IV-C	Knowledge of etiologies & characteristics of disorders/differences	x	x	x	x
IV-D	Knowledge of prevention, assessment, & treatment methods	x	x	x	x
IV-E	Ethical issues	x			x
IV-F	Research processes	x		x	
IV-G	Contemporary professional issues	x	x	x	
V-A	Oral and written communication skills	x	x	x	x
V-B	Demonstration of clinical skills		x	x	x

Point System Used

Percentage of Course Points Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

Grades and Graduate School Standing: Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

Grades and Attainment of Clinical Certification Standards: Your performance on class assignments/tests is used to document your attainment of specific Clinical Certification Standards.

If you perform below passing on an assignment that is used to assess your knowledge or skill development for a CCC-related standard, you will be asked to complete additional remedial work until you can demonstrate competency for that standard. This remedial work will be required regardless of whether your overall course grade is in the passing range.

Completion of any remedial work you are assigned may occur during the semester, during the final exam period allotted for this course, or after the course has been completed. Your performance on the remedial work will be used to document your overall attainment of the program's knowledge and skills objectives that are used in determining your attainment of clinical certification standards but will not alter your course grade (the latter will be determined based on your performance on graded course activities).

Converting Course letter grade to Grade point weight on academic transcript

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Policy Related to Make up Exams or Other Work

- Course assignments, projects, and the Mid-term exam are due by the date indicated on the course syllabus or accompanying assignment/quiz page in Canvas. Assignments other than the Mid-Term Exam have a one-day grace period for submission (see dates for each assignment in Canvas). Repeated late-submissions of assignments via use of the grace period may lead to a remediation plan related to the student's adherence to professionalism standards.
- If you are unable to meet a deadline due to illness or emergency, you are expected to contact the instructor no later than one day after the due date to discuss arrangements for rescheduling a new due date. Unexcused absences for examinations will be graded as a "0." Assignments that are submitted

after the grace period described above without prior instructor approval for late submission, will be lowered one letter grade.

- Make-up examinations following illness or emergency will be offered at a time determined by the instructor, and it is possible that the format of the make-up examination will differ from that of the original examination.
- Any requests for make-ups or deadline extensions due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

- Attendance in class is required each week and will be monitored weekly by the instructor using the class roster. Classes will start promptly at 1:55 p.m. Students are expected to be in the classroom at that time. If you are not able to attend class, you are required to notify the instructor (preferably in advance of the start of the class). If you have more than two unexcused absences, your course grade will be lowered by one letter grade interval (e.g., A- goes to B-).
- In our graduate program, class attendance is factored into the program's assessment of students' *professionalism*. ASHA's standards for clinical certification include expectations for professional behavior and interaction with colleagues; thus, students who repeatedly do not meet expectations concerning attendance in class may be placed on a remediation plan to improve their performance with respect to this clinical certification standard.
- Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

- Once in class, students are expected to engage fully and participate actively in class activities, and to refrain from engaging in extraneous activities such as checking social media websites, reading texts and emails, and so forth. In our graduate program, students' engagement in class activities (i.e., participation) are factored into the program's assessment of their *professionalism*. ASHA's standards for clinical certification include expectations for professional behavior and interaction with colleagues. Students who repeatedly do not meet expectations for participation and engagement in class will be placed on a remediation plan that is designed to improve their performance with respect to this clinical certification standard.

Communication Guidelines

- Student inquiries about course activities should be made via email (preferred) or by phone. All email inquiries about course-related activities should be done using your UF email account.
- Collegial, respectful working environments are a key to effective, healthy work environments. Students are expected to interact with the professor and with classmates in a professional, respectful manner always. Portions of our class and certain class activities may be conducted online. In such cases, [UF's Netiquette Guidelines](#) apply. Many of the general principles in the Guidelines document apply to in-person class and clinic settings as well. Students who repeatedly do not meet expectations for interpersonal

communications will be placed on a remediation plan that is designed to improve their performance with respect to this clinical certification standard.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://www.ufhealth.org) and [coronavirus.ufl.edu](https://www.coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a

University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: **Alachua County Crisis Center**: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department**: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).







Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.


Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships.

We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

TOPICAL OUTLINE/COURSE SCHEDULE

Week	Date	Topics	Readings	Assignments
1	8/26	Basic Terms & Concepts	B-L & R: Chap 1	
2	9/2	Phonological Development	B-L & R: Chap 2; RR: Macrae	Skills 1 & 2
3	9/9	Phonological Development	RR: Kent, McLeod & Crowe	Skills 3 & 4
4	9/16	 Assessment protocols and data collection tools ¹  Simucase/Test Administration Project	B-L & R: Chap 3; RR: Strand	Simucase Part Trainer 1 and 2 Skills 5 & 6
5	9/23	Data Analysis and Differential Diagnosis	B-L & R: Chap 4 RR: Jasso	Schedule Simucase Debriefs
6	9/30	Data Analysis and Differential Diagnosis	RR: Murray et al.; Lewis, Cronin et al	Skills 7 & 8
7	10/7	Data Analysis and Differential Diagnosis	RR: Craig & Washington; Murray, McCabe et al.	Skills 9 & 10
8	10/14	Differential Diagnosis; Treatment Planning and Design	B-L & R: Chap 5 RR: McLeod & Baker; Farquharson	Midterm Exam
9	10/21	Intervention Principles and Approaches	B-L & R: Chap 6 RR: Baker, Williams et al RR: Storkel	Presentations (Groups 1 & 2) Skills 11 & 12
10	10/28	Intervention Principles and Approaches	B-L & R: Chap 7 RR: Hearnshaw et al (H-J, Chap 1 & 2)	Presentations (Groups 3 & 4) Skills 13 & 14
11	11/4	Intervention Principles and Approaches  Simucase Intervention Project	(H-J, Chap 3 & 4) RR: Case & Gringos RR: Preston, Leece, Storto	Presentations (Groups 5 & 6) Simucase Full Case 1 Skills 15 & 16
12	11/11	Veteran's Day Holiday (No Class)  Intervention Principles and Approaches	RR: Zajac (H-J: Chap 5 & 6)	Schedule Simucase Debrief Skills 17 & 18
13	11/18	 Cleft Lip & Palate: Nature, Assessment, & Treatment  Simucase Intervention Project	(H-J: Chap 7 & 8) RR: Alighieri, Mason, Schenck	Presentation 7 Simucase: Full Case 2 Skills 19 & 20
14	11/25	Thanksgiving Day Holiday (No Class)		Schedule Simucase Debrief
15	12/2	Measuring Outcomes; SSD in Other Clinical Populations	(H-J: Chap 9 & 10)	Final Exam - Take-home format
16	12/9	Start of Exam Period -- Reading Day	--	Distributed 12-3, Due 12-14

¹Topics preceded by the  icon are recorded lectures or online activities that take place during the week indicated on the course schedule.