

Course Outline
SHS 211
Introduction to Communication Disorders

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Text: Communication and Communication Disorders:
A Clinical Introduction
Second Edition
Authors: Elena Plante and Pelagie M. Beeson

Course Objectives:

1. The student will develop an awareness of the nature of communication, its components, disorders and professionals trained to provide service in the field.
2. The student will understand the anatomical structures and physiological features of the communication mechanism.
3. The student will acquire knowledge in all areas of communication disorders in children and adults, including language, phonological, voice, fluency and hearing deficits.
4. The student will develop an awareness of assessment and evaluation procedures utilized to examine communication disorders.
5. The student will acquire an understanding of specific intervention strategies incorporated in communication rehabilitation programs.

Course Requirements and Formative Evaluation Procedures:

1. Each student is responsible for all material presented in class, including all handouts and assigned readings.
2. Each student is expected to attend class regularly and to participate in class discussions.
3. Each student will take three examinations, each totaling 100 points. Examinations will consist of true and false, fill-in-the-blank, short answer and discussion questions covering knowledge of material presented in class, from assigned readings and handouts. Make-up examinations are given only with a written physician excuse. No make-up examinations will be given for Test 3 administered during final exam week. No bonus questions are included on tests not taken at the scheduled time.

4. Each student will complete a special project totaling 100 points. Any project that is late or not picked up from the instructor as directed will be penalized 25 points.
5. Grades on each of the three examinations and the project will be averaged to determine the final grade in the class. The class grading scale will be as follows:

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C
60 - 69 points = D
below 60 points = F

Remediation:

If you do not have a satisfactory grade of 70% or higher, the student may contact the instructor for remediation. Remediation may include, but is not limited to, any one or more of the following:

1. Individual tutoring on selected topics with the instructor's Graduate Assistant.
2. Additional assigned readings on topics discussed in class.
3. Additional assignments as deemed necessary.
4. Submit chapter outlines from textbook on areas of difficulties and prepare study questions.

Americans with Disabilities Statement

If a student has a disability that qualifies under the Americans with Disabilities Act(ADA), he/she should contact the Office for Disability Accommodations(ODA) for information on appropriate polices and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office of Disability Accommodations
118 College Dr. #8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601)266-5024 or (228)-214-3232

FAX: 601-266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or e-mail Suzy Hebert at Suzanne.Hebert@usm.edu

Course Outline:

- I. Introduction
 - A. Nature and components of communication
 - 1. Aspects of language
 - 2. Features of speech production
 - 3. Non-verbal communication
 - 4. The communication chain
 - B. The field of communication disorders as a profession
 - 1. Historical development of the profession
 - 2. Pre-professional preparation
 - 3. Certification standards
 - 4. Professional roles and responsibilities
- II. Anatomy and physiology of communication mechanisms
 - A. Structures of the speech mechanism
 - B. Structures of the hearing mechanism
 - C. Physiology of communication
- III. Disorders of language
 - A. Normal development and acquisition milestones
 - B. Childhood language disorders
 - 1. Congenital disorders and syndromes
 - 2. Developmental disorders
 - 3. Trauma and health related disorders
 - 4. Assessment and evaluation procedures
 - 5. Intervention strategies
 - C. Adult language disorders
 - 1. Aphasia
 - 2. Neurogenic disorders
 - 3. Disorders related to the aging process
 - 4. Trauma and health related disorders
 - 5. Assessment and evaluation procedures
 - 6. Intervention strategies
- IV. Disorders of phonological processes
 - A. Developmental disorders
 - B. Motor speech disorders
 - C. Oral facial anomalies
 - D. Perceptual disorders
 - E. Assessment and evaluation procedures
 - F. Intervention strategies
- V. Disorders of voice
 - A. Phonation disorders
 - B. Resonance disorders
 - C. Trauma and health related disorders
 - D. Vocal abuse
 - E. Assessment and evaluation procedures
 - F. Intervention strategies
- VI. Fluency disorders
 - A. Normal dysfluency
 - B. Stuttering

- C. Motor speech disorders
- D. Assessment and evaluation procedures
- E. Intervention strategies

VII. Disorders of hearing

- A. Conductive deficits
- B. Sensorineural deficits
- C. Central auditory deficits
- D. Hearing disorders associated with other conditions
- E. Assessment and evaluation procedures
- F. Intervention strategies