Instructor
• Jennifer Salgo, Ph.D., CCC-SLP
• Office: SRS 239
• Office #: 601-266-6118
• Email: Jennifer.Salgo@usm.edu

Office Hours
• Posted on office door

Drop Date
• See academic calendar on university website

Credit Hours
• 3 hours

Course Description
• This course covers current theories, diagnostic procedures, and therapeutic methodologies in articulation and phonology.

Student Learning Outcomes
• At the end of instruction, the student will be able to:
  1. write intervention goals and objectives
  2. establish pretreatment information through baseline measures
  3. select and prepare adequate stimulus materials
  4. identify and use successful sound evoking techniques
  5. develop and implement an individualized treatment program
  6. incorporate various strategies that help the client generalize responses and maintain target behaviors
  7. involve the client’s family and significant others in the treatment process
  8. complete a follow-up assessment and provision of booster treatment as necessary
  9. use specific treatment activities that help maximize the client’s performance
  10. design a course of articulation/phonological therapy for a child
  11. discriminate between treatment approaches
12. contrast and compare treat approaches
13. select the appropriate approach for any given child

All learner outcomes fulfill the criteria for the following American-Speech-Language-Hearing Association (ASHA) Standards:

- **Standard III-C**: Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specifically articulation.
- **Standard III-D**: Possess knowledge of the principles of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder. Specifically articulation.

**Required Text**


**Recommended Texts**


**Formative Assessment**

- There will be two regular examinations and a final examination. No make-up exams will be given. A missed exam requires a doctor’s excuse or the permission of the instructor. The grade on the next examination will count twice. Examinations may consist of multiple choice, matching, diagramming, fill-in-the blank, true/false, listing, short answer, and/or essay questions.

**Summative Assessment**

- Class members will collaborate in groups of two to develop a project for this class. This can be a presentation, film, demonstration, etc. The project must cover an intervention technique, including the procedure, its strengths and weaknesses, and when it would be used with clients. A handout for your fellow classmates and instructor must be provided. Presentations should be 20 minutes in length. Groups must sign up for a date and topic (to avoid duplication). See grading rubric (separate attachment) for details on how project will be evaluated.
Grading Scale
Each examination and the project will be worth 100 points:
• A: 360+
• B: 320-359
• C: 280-319
• D: 240-279
• F: <240

Late Assignments or Projects
• Late assignments will not be accepted. Papers, presentation, and any other assignments must be turned in on the due date to avoid receiving a grade of “0”.

Remediation
• Should formative and summative assessments indicate that you are not meeting the objectives of the class, you may be required to participate in remedial activities (e.g., additional readings, individual meetings with the instructor, follow-up assessment) designed to permit you to successfully complete the course. Participation in those remedial activities, however, will not guarantee your successful completion of the course.

Academic Honesty
• The following is from the USM Undergraduate Bulletin:

“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”

ADA Policy
If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies 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 for Disability Accommodations
118 College Drive # 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 email Suzy Hebert at Suzanne.Hebert@usm.edu.

**Class Schedule** *

*Refer to separate attachment*