Course Description
This course covers current theories, diagnostic procedures, and therapeutic methodologies in speech sound disorders. In addition, this course surveys symptomatology, etiology, and treatment procedures for organic speech disorders.

Course Objectives:
1. To review the basic principles and processes related to normal human speech sound development.
2. To review basic terminology used to describe speech sound disorders
3. To address incidence and prevalence of speech sound disorders
4. To understand the signs and symptoms of speech sound disorders
5. To understand the causes of speech sound disorders
6. To address the roles and responsibilities of the speech language pathologist in the management of speech sound disorders
7. To understand assessment procedures necessary for the evaluation of speech sound disorders
8. To contrast and compare treatment options used in the management of speech sound disorders.
9. To understand the influence of dialect on speech sound production

Student Learning Outcomes
At the end of instruction, the student will be able to:
1. Write and present a plan for prevention of speech sound disorders
2. Write intervention goals and objectives
3. Establish pretreatment information through baseline measures
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 treatment for a child
11. Discriminate between treatment approaches
12. Contrast and compare treatment approaches
13. Select the appropriate approach for any given child
14. Understand the function of the team in treating motor speech disorders, structural disorders and sensory disorders
15. Understand the special assessment procedures of speech sound disorders associated with motor, sensory, and structural disorders
16. Understand the treatment procedures for speech sound disorders associated with structural, motor, and sensory disorders

ASHA Standards
All learner outcomes fulfill the criteria for the American-Speech-Language-Hearing Association (ASHA) Standard for the prevention, identification and treatment of speech sound disorders.

Required Text

Formative Assessment
There will be two examinations. 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.

Summative Assessment
Each class member will develop two projects for this class. One project will be the development of a prevention program and must be handed in. It will address prevention of speech sound disorders and may target the age groups of infancy/toddler early childhood or school age/adolescence. This can be the development of a brochure, film, screening program etc.

The second project will be a presentation for the class. It can be a presentation, film, demonstration etc. Choose a technique and describe the evaluation process, the procedure, discuss its strengths and weaknesses, and explain when it would be used with clients. Presentation should be 15 to 20 minutes. You need to sign up for a date and topic (to avoid duplication). Our last examination will be over the material presented in the second presentation.

Grading Scale
Each examination and the projects will be worth 100 points.

A: 360+
B: 320-359
C: 280-319
D: 240-279
F: Below240
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 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.

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
Fax: (601) 266-6035
Individuals with hearing impairments can contact ODA during the Mississippi Relay Service at 1-800-582-2233 (TTY) or e-mail Suzanne Hebert at Suzanne.Hebert@usm.edu.

Attendance:
Students are expected to attend class and be on time. If you are absent, it is the students responsibility to obtain lecture notes, assignments etc. Cell phones are expected to be OFF during class. If you need to take an emergency call, keep your phone on silent and step out into the hall to take the call.

E-mail.
I will use the USM student email account to send important messages.
HIPAA Reminder
The University of Southern Mississippi Speech and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important that these rules be observed in classes as well.

Topics:
1. Review of terms, normal aspects of articulation, speech sound acquisition
2. Prevention of speech sound disorders
3. Incidence & Prevalence
4. Signs and Symptoms of Speech Sound Disorders
5. Causes or Etiology of speech Sound Disorders
6. Roles and Responsibilities of the Speech/Language Pathologist in the Management of Speech Sound Disorders
7. Assessment procedures in the identification of Speech sound disorders.
8. Treatment procedures used with speech sound disorders as it relates to best practices.