The University of Southern Mississippi  
College of Nursing and Health Professionals-School of Speech and Hearing Sciences  
SHS 712: Seminar in Articulation Disorders  
Fall 2018  
Instructor: Anita Thames, M.S., CCC-SLP  
Office: 225  
Office Hours: M/W 9:00-10:00, or by appointment  
Phone: 601-266-5583

Text:


Course Description: This course explores the characteristics, etiology, assessment, and treatment of speech sound disorders in children and adolescents. A review of normal speech sound development, anatomy and physiology of the speech mechanism, and implications for children with delays/disorders are included in this course.

KASA Standards
- Demonstrate knowledge of normal oral and written communication processes (Standard III-B)
  - Describe how cultural, linguistic, psychological, and developmental variables influence speech sound disorders

- Demonstrate knowledge of 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. (Standard III-C)
  - Describe intrinsic and extrinsic causes of speech sound disorders
  - Identify characteristics of speech sound disorders

- Demonstrate knowledge of the principles and methods 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 (Standard III-D)
  - Identify children with speech sound disorders
  - Identify and implement techniques to prevent speech sound disorders
  - Identify and appropriately select a variety of standardized and nonstandardized measures of articulatory and phonological skills
  - Analyze and interpret assessment information
  - Describe and appropriately select intervention techniques to improve
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 treatment approaches
13. Select the appropriate approach for any given child

Instructional outcomes assessment
Meeting the instructional objectives of the class will be determined as follows:

- Each student will be examined on each instructional objective
- Students are expected to participate in classroom discussions and to ask pertinent questions.

Policies on Attendance, Participation, and Turning in Assignments:

Student attendance and participation in class assignments is expected. All students are expected to attend regularly and arrive punctually. The instructor retains the right to assign negative or positive values for participation that will be applied to the student’s final average. Failing to attend class does not constitute official withdrawal from the class. It is your responsibility to ensure that you are properly registered for the class and that your name appears on the class roll.

In order to facilitate class participation, students should complete each assigned reading prior to class.

Make up exams will be given only for serious student illness (documented with a written medical excuse), family emergency (such as death of an immediate family member), or official school function. Make up exams may be in a different format that that of the original exam and must be completed within one week of the original exam date. Missed exams will receive a grade of “0” unless excused as indicated above.

Laptops, Tablets, Cell Phones and Smart Watches: Cell phones, smart watches, etc. are expected to be off and in the student’s backpacks during class. If you need to keep your phone
on silent for a possible emergency call, notify the instructor. Please feel free to leave the room during class to take emergency calls.

The instructor reserves the right to revoke laptop and/or tablet usage in class if abused. Laptops/tablets are only to be used for note-taking or instructor-directed internet sites. Inappropriate use of the laptop/tablet will result in the student losing laptop/tablet privileges for the remainder of the semester. If abuse is prevalent amongst students, then laptop/tablet usage for ALL students will be revoked.

**Academic Integrity**: USM has a policy on academic integrity, found in the online USM Undergraduate Bulletin under General Academic Information. For more information on USM’s Academic Integrity policy, visit [http://catalog.usm.edu/content.php?catoid=17&navoid=962#academic_integrity_policy](http://catalog.usm.edu/content.php?catoid=17&navoid=962#academic_integrity_policy).

It is your responsibility to read information on academic integrity in the USM Bulletin and refrain from acts considered dishonest. Penalties for academic dishonesty are severe: you will receive a zero on the assignment/exam, and face potential expulsion from the program. **You are expected to complete all assignments independently unless otherwise noted.**

Students must also adhere to the ASHA Code of Ethics. It is your responsibility to read this policy on the ASHA website, [http://www.asha.org/Code-of-Ethics/](http://www.asha.org/Code-of-Ethics/), or on the SHS website, [https://www.usm.edu/speech-hearing-sciences](https://www.usm.edu/speech-hearing-sciences) (look under A-Z Index).

**Students with Disabilities**: Students with diagnosed disabilities who need accommodations should contact the Office for Disability Accommodations (ODA) for the information on appropriate policies and procedures. Disabilities covered by the American with Disabilities Act (ADA) include learning, psychiatric, physical disabilities, or chronic health disorders. The phone number is 601-266-5024. Individuals with hearing impairments can contact the ODA using the Mississippi Relay Service at 1-800-527-2233 (TTY), or email Scott.Dossett@usm.edu.

**HIPPA Reminder**: The University of Southern Mississippi Speech and Hearing Clinic is compliant with the privacy Rules of Health Insurance and Accountability Act (HIPPA). Students enrolled in this class are expected to adhere to these guidelines.

**Email in Canvas**: Students are responsible for all correspondence the instructor sends via Email in Canvas. These emails are sent to students’ USM email accounts.

**Exams, Assignments, and Grade Calculation**:
- **Exams**: This course will consist of 5 exams worth 20 points each. Exam questions will be in a variety of formats and may include multiple choice, short answer true/false, fill in the blank, and discussion.
- **Assessment Project**: Students will work in pairs/groups to learn how to administer tests available in the clinic.
  - Presentation:
    Give a brief overview of the test to the class through a PowerPoint
presentation, film, demonstration, etc. Include the general area(s) that it measures and specific subscale scores that it yields. Demonstrate the ability to score and interpret results of the hypothetical test being administered. Indicate the reason a clinician might chose this test, its sensitivity and specificity, and its overall effectiveness in diagnosing speech sound disorders. Explain or demonstrate to the class a variety of items from the test. Conclude with your general impressions of the test. (Was it easy to learn? Do you think it would easily engage a child?, etc.) Do not read lengthy quotes from the examiner’s manual. Approximately 10-15 minutes.

- Handout:
  Prepare a handout for each member. Your handout can be in either paragraphs or bullets. You may use full sentences or phrases. Include: title; author; publisher and publishing date; price; ages, grades, and/or developmental levels for which the test is appropriate; the overall area(s) the test measures; specific subtests; info on the normative sample used (how many children per age group, whether the samples is representative of a wide variety of socioeconomic levels and ethnicities); what types of professionals may administer the test; whether and how parents, teachers, or other informants are involved in administration/scoring; whether and how dialect is taken into consideration in administration/scoring; administration time; scoring procedures; types of scores yielded. Also include your overall impressions of the test (Ex: degree of difficulty to learn, pros and cons of the test, would it easily engage a child?) 1-2 pages.

This course will consist of three assessment projects worth 100 points each.

**Treatment Project:** Students will work in pairs/groups to present a specific speech sound disorder treatment approach from the Williams et. al. (2010) text, including: Minimal Pair Intervention, Core Vocabulary intervention; The Cycles Approach; Stimulability Intervention; Psycholinguistic Intervention; Phonological Awareness Therapy; Speech Perception Intervention; Nonlinear Phonological Intervention; Dynamic Systems/Whole Language Intervention; Naturalistic Intervention; Enhanced Milieu Teaching; Morphosyntactic Intervention

- Presentation:
  Give a brief overview of the treatment method to the class through a PowerPoint presentation, film, demonstration, etc. Indicate the reason a clinician might chose this approach, the target population, target speech sound production goals, etc. Explain or demonstrate to the class what the treatment approach entails. Conclude with your general impressions of the treatment method. (Was it easy to learn? Do you think it would easily engage a child?, etc.) Provide at least one outside reference from a journal regarding the effectiveness of this treatment approach. Approximately 10-15 minutes.

- Handout:
  Prepare a handout for each member. Your handout can be in either
paragraphs or bullets. You may use full sentences or phrases. Include: target population, example treatment goals, and any evidence regarding treatment effectiveness. Also include your overall impressions of the treatment method. (Ex: degree of difficulty to learn, pros and cons of the test, would it easily engage a child?) 1-2 pages.

Case Study: Each student will independently complete a case study of a hypothetical client. The case study will consist of a diagnostic report and treatment plan. You may not consult with faculty or with other students on any aspect of this project.

- Diagnostic Report*
  - Students will be given evaluation information, including case history, test scores, and observational notes, to write a complete, accurate, and concise diagnostic report. The report should include an accurate diagnosis and appropriate recommendations. The content and format of the report should follow that of actual diagnostic reports written in the USM Speech & Hearing Clinic, as specified in the Clinical Practicum Policies & Procedures Student Handbook.

- Treatment Plan*
  - Based on the diagnostic information given, students will develop a complete and accurate treatment plan. The content and format of the treatment plan should follow that of treatment plans used in the Clinic, as specified in the Student Handbook.

Grading:
90 A
80 B
70 C
60 D
I Incomplete
WP Withdraw passing
WF Withdraw failing

REMEDIATION:
Students who make lower than a “C” on an examination must make an appointment with the instructor to discuss study habits and the reasons for poor performance. Academic encouragement through additional readings and work assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills

Student Resources:
Writing Center https://www.usm.edu/writing-center
Student Counseling https://www.usm.edu/student-counseling-services
Student Success https://www.usm.edu/success
Student Retention https://www.usm.edu/new-student-retention-programs