Seminar in Language Disorders

SHS 702

Instructor: Mary T. Schaub
Office: SHS 118
Phone: 266-5231
e-mail: mary.schaub@usm.edu
Office Hours: by appointment

Course Description

This course presents language pathologies, assessment procedures and treatment methods for children birth to five.

Texts: No specific text.

Additional references: videos shown in class, handouts, Canvas Postings and outside readings will be presented in class.

ASHA Practice Portal

Prevention Curriculum Guide for Audiologists and Speech-language Pathologists. ASHA

Format: The course will include lectures, videos, discussions and a project. When possible, guest lectures will be provided.

Course Requirements and Instructional Outcomes.

Students are expected to attend class as scheduled. Class time will be used to discuss information pertinent to the class objectives. When possible, guest speakers will be invited to share their experiences in various work settings. Students will be responsible for the material presented in lectures and all assigned readings.

Cell Phones

Cell phones are expected to be off and in the student’s back packs etc. during class. If you need to keep your phone on silent for a possible emergency call, please notify the instructor. Please feel free to leave the room during class to take emergency calls. Students using cell phones during class may be asked to leave the class.

HIPAA Reminder
The University of Southern Mississippi School of Speech and Hearing Sciences is compliant with HIPPA. Students must adhere to these guidelines while in class as well as in the clinical area.

**Knowledge and Skills**

Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions and examinations. The summative experience will be your final project which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

There will be two written examinations, and an assigned class project. All examinations and the class project will count equally (100) points each) in grading.

**Grades:** The following grading scale will be used.

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

**Remediation:**

It is expected that all students will achieve a level of competency for all objectives (80 %) of the total allotted points for each assignment. Therefore, students below the expected criteria are responsible to increase their level of competency by meeting with the instructor and following a plan of remediation until the desired level of competency is reached. Remedial suggestions may include additional reading, attending study groups etc. Remediation does not guarantee a better grade.

**Course Objectives**

1. Students will be familiar with the various developmental milestones for language development in children birth to five.

2. Students will be able to describe the significant characteristics /development of language in children with language disorders.

3. Students will acquire an understanding of the strategies necessary for the assessment of children with both biomedical and nonbiomedical disorders.

4. Students will demonstrate an understanding for making treatment decisions based on data.
5. Students will demonstrate knowledge of the skills necessary to educate and train families/significant others to facilitate communication development.

6. Students will be able to discuss the role of the speech language pathologist in the treatment of children with language disorders.

7. Students will develop skills necessary to design appropriate service delivery models for children birth to five with language disorders.

8. Students will demonstrate an awareness of culture sensitivity in the treatment of children with language disorders.

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

**TOPICS**
- Introduction and classification of language disorders in children.
- Etiology/classification of populations at risk
- Review of normal language development in children birth to 3.
- Characteristics/development of language in children with language disorders.
- Methods & Strategies in Assessment: Biomedical and nonbiomedical causes
- Treatment decisions based on data.
- Development and Implementation of a communication intervention program: Specific Strategies.
- Roles and Responsibilities of the SLP including skills necessary to educate and train families and significant others to facilitate communication skills.
- Cultural Sensitivity

**Examination**
- Review of normal language development in children 3-5.
- Signs and Symptoms of language disorders
- Role and responsibility of the SLP
- Assessment of Communication Skills
- Consideration for Intervention
- Specific Strategies for treatment
- Service Delivery: Format for treatment, provider, dosage, setting.

**Examination**

**PROJECT (posted on Canvas)**

This project will be a 10-15 minute oral presentation on a special pediatric population with a language disorder. You may choose the topic for discussion. Your client may be a client you are familiar with or one that is fictional. present a case study and include
information about symptoms of the disorder, etiology, assessment procedures, and treatment procedures. Also not your responsibilities as a SLP on the case and discuss interprofessional collaboration.

**Academic Honesty**

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from other’s work).
- Plagiarism (representing another person’s words or ideas as your own).
- Falsification of documents
  - Disclosure of test or other assignment content to another student.
  - Submission of the same paper or another assignment to more than one class without the explicit approval of all faculty members involved.
  - Unauthorized academic collaboration with others.
- Conspiracy to engage in academic misconduct.

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of XF for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic integrity Policy.

**Students with a disability**

If a student has a disability that qualifies under the Americans With Disabilities Act and requires accommodations, he/she should contact the Office of Support Services for Students with Disabilities. Disability Accommodations (ODA) for information on appropriate policies and procedures. Disability 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: USM Office of Disability Accommodations, 118 College Drive, #8586, Hattiesburg, MS. 39406
Phone: 266-5024
TTY: 1 800 582-2233

MENTAL WELL-BEING STATEMENT:

USM recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academ or personal success, consider contacting Student Counseling Services on campus at 601-266-4829. In the event of an emergency please call 911 or contact the counselor on call at 601 606 HELP (4357)