

# Minnesota State University Moorhead

## SLHS 321: Speech Sound Disorders in Children

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

This course requires both of these prerequisites

SLHS 201 - Linguistic Phonetics

SLHS 202 - Anatomy and Physiology of Normal Speech and Hearing

Corequisites: SLHS 427

MnTC Goals: None

The nature, etiology, assessment and treatment of disorders of articulation and phonology.

**B. COURSE EFFECTIVE DATES:** 02/02/2015 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. A Comprehensive and Evidence Based Treatment Program
2. Perspectives in Articulation and Phonology
3. Development of Articulation and Phonological Skills
4. Variables Related to Articulation and Phonological Development and Performance
5. Theoretical Considerations
6. Ethnocultural Variables Affecting Articulation and Phonological Development
7. Assessment of Articulation and Phonological Disorders
8. Specific Treatment Approaches
9. Anatomy and Physiology of Speech Production

### D. LEARNING OUTCOMES (General)

1. Accurately define terminology related to speech production disorders, specifically concerning articulation and phonological disorders in a way that can be understood by a client, parent and fellow professional (Standard III-C).
2. Accurately describe using layman's terms early and late speech sound production and phonological development including all major milestones (Standard III-B).
3. Accurately describe using layman's terms both the characteristics and likely etiology of disordered speech sound production (Standard III-C).
4. Demonstrate an understanding of the differences between normal speech sound production, dialectal differences, developmental speech sound disorders, phonological disorders and neurological motor speech disorders including dysarthria and apraxia (Standard III-C).
5. Demonstrate an understanding of the basic principles of evaluation and assessment of individuals with speech sound disorders including both articulation and phonological disorders with consideration of both age and cultural factors (Standard III-D).
6. Interpret data and make effective, evidence based clinical decisions for treatment (Standard III-D).
7. Understand applications of various types of therapy methodologies for speech sound disorders including supporting evidence of best practice (Standard III-D).

**E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted