

**San José State University**  
**Department of Communicative Disorders and Sciences**  
**EDSP 255, Sections 01/02**  
**Seminar in Motor Speech Disorders**  
**Spring 2019**

*Course and Contact Information*

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|-------------------------|--|
| <b>Instructor:</b>      | Alicia Henderson Ph.D., CCC-SLP  |
| <b>Office Location:</b> | Sweeney Hall 235   |
| <b>Telephone:</b>       | (408) 924-3659   |
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| <b>Office Hours:</b>    | By appointment   |
| <b>Class Days/Time:</b> | Hybrid Class<br>Canvas 24/7<br>In-class Sessions: 1/24, 2/21, 3/21, 4/18, 5/2<br>Section 01 - 9:00 AM to 11:45 AM, Section 02 - 12:00 PM to 3:00 PM<br>Zoom Sessions (7:00-8:00pm): 1/31, 2/7, 2/14, 2/28, 3/7, 3/14, 3/28, 4/11, 4/25 |
| <b>Classroom:</b>       | Sweeney Hall 448 (section 01), 449 (section 02)  |

**Course Description**

An overview of the anatomical and physiological bases of motor speech disorders, the assessment of motor speech disorders, and the best practices in clinical management of motor speech disorders. This is a three- unit graduate course designed to provide students with a knowledgeable and practical foundation in the area of motor speech disorders through collaborative, problem-based learning experiences and assignments.

**Modes of Instruction**

This is a Hybrid Course which includes the following: Canvas course, in-class meetings (with class discussion and group problem-solving activities); cooperative learning groups; and student-directed learning. Zoom sessions are scheduled between in-class sessions to review and discuss course content.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. Identify the anatomy and physiology of motor speech. [ASHA IV-B; Exam 1]
2. Describe neurophysiologic, acoustic, and perceptual characteristics of motor speech disorders and general treatment options. [ASHA IV-C; Neurological Condition Presentation]
3. Describe assessment parameters and signs/symptoms for differential diagnosis of motor speech disorders. [ASHA IV-D; Exam 2]

4. Discuss treatment principles and intervention strategies for motor speech subsystems and disorders. [ASHA IV-D; Exam 3, Project]
5. Select and provide rationale for treatment methods following evidence-based practice. [ASHA IV- F; Project]
6. Counsel patients, family, and caregivers regarding various motor speech issues. [ASHA V-A; Neurological Condition Presentation]
7. Demonstrate professional/academic writing skills using the American Psychological Association (APA) Style. [ASHA V-A; Written papers]
8. Demonstrate effective oral communication skills to discuss issues in clinical research and practice. [ASHA V-A; Oral presentations]

### ASHA Standards

This course meets the following standards of the Standards and Implementation Procedures for the Certification of Clinical Competence in the area of research and evidence-based clinical practice:

**Standard IV-B:** Demonstrated knowledge of motor speech processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases; demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

**Standard IV-C:** Demonstrated knowledge of motor speech disorders, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

**Standard IV-D:** Demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with motor speech disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

**Standard IV-F:** Demonstrated current knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

**Standard V-A:** Demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

### Required Textbook

- Freed, D. (2012). *Motor speech disorders: Diagnosis and treatment* (2nd e.). **With CD**. New York: Cengage (ISBN-13: 978-1-1111-3827-1).

### Other Required Readings

- All other required materials are available on Canvas
- [ASHA Practice Portal](https://www.asha.org/Practice-Portal/Speech-Language-Pathologists/) at <https://www.asha.org/Practice-Portal/Speech-Language-Pathologists/>

## Recommended References

- Yorkston, K., Beukelman, D., Strand, E. & Hakel, M. (2010). *Management of motor speech disorders in children and adults* (3rd ed.). Austin, TX: Pro-ed. (ISBN-13: 9781416404347)
- Duffy, J. (2012). *Motor speech disorders: Substrates, differential diagnosis and management* (3rd ed.). St. Louis, MO: Mosby-Year Book, Inc.
- Love, W., & Adler, R. (2016). *Neurology for the speech-language pathologist* (6th ed.). St. Louis, MO: Mosby Elsevier.
- Caruso, A., & Strand, E. (1999). *Clinical management of motor speech disorders in children*. New York, NY: Thieme.

## Other technology requirements / equipment / material

Laptop and Internet access are required to complete this course. See Student Technology Resources below for available computer/laptop/device on campus.

Library Liaison: Suzie Bahmanyar, [suzie.bahmanyar@sjsu.edu](mailto:suzie.bahmanyar@sjsu.edu)

## Course Requirements and Assignments

Students are expected to read the syllabus, review the course in Canvas, and keep up-to-date with MySJSU messaging. Students are expected to come to class sessions prepared to fully participate. This includes completion of all readings prior to class sessions. These are the required assignments:

### 1. Chapter Quizzes (11)

One quiz for each chapter in the textbook. Quizzes are in the Canvas course, and multiple attempts are allowed. The highest quiz score will be recorded towards the course grade.

### 2. Quizzes on MSD Treatment (2)

One quiz on neuroplasticity and one quiz on motor learning - based on content from assigned readings. Quizzes are in the Canvas course, and multiple attempts are allowed. The highest quiz score will be recorded towards the course grade.

### 3. Quizzes on MSD in Children (2)

One quiz on cerebral palsy and one quiz on apraxia of speech - based on content from assigned readings. Quizzes are in the Canvas course, and multiple attempts are allowed. The highest quiz score will be recorded towards the course grade.

### 4. Informational Presentation

This presentation can be a PowerPoint, Google Slide or Prezi presentation designed to cover key content in motor speech disorders. The presentation should be developed for an audience of SLP graduate students. Presentations are to be uploaded into Canvas, and then assigned to peers for review.

## 5. Midterm

The final will be an open-book exam with questions coming from end of chapter questions in the text. The exam must be taken within a two-hour window according to the assigned final schedule. It will include short answers only. It is expected that students will complete their exam individually with no collaboration or assistance from peers. Students will be required to document on Canvas that the final was completed individually.

## 6. Assessment of Listening & Diagnostic Skills

Listening and diagnostic skills for patients with MSD will be assessed in class.

### Grading

| Assignments                                   | Points        |
|---|---------------|
| Chapter Quizzes                               | 110 (11 x 10) |
| Quizzes on Motor Learning & Neuroplasticity   | 20 (2 x 10)   |
| Quizzes on Cerebral Palsy & Childhood Apraxia | 20 (2 x 10)   |
| Informational Presentation                    | 55 (1 x 55)   |
| Midterm                                       | 90 (1 x 90)   |
| Assessment of Listening & Diagnostic Skills   | 55 (1 x 55)   |
| Total   | 350 points    |

Grades will be determined based on the percentage (earned points out of the possible total points), using the percentage rating system detailed below.

|               |               |               |               |
|---------------|---------------|---------------|---------------|
| 95 – 100% = A | 90 – 94% = A- | 87 – 89% = B+ | 84 – 86% = B  |
| 80 – 83% = B- | 77 – 79% = C+ | 74 – 76% = C  | 70 – 73% = C- |
| 65 – 69% = D  | <65% = F      |               |               |

### Accommodations for disabilities:

Inform me of the necessary accommodations with documentation from [Accessible Education Center](http://www.sjsu.edu/aec/) at <http://www.sjsu.edu/aec/> in a timely manner (see Campus Policy in Compliance with the American Disabilities Act).

### HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

EDSP 255, Section 01 & 02, Spring 2019, Course Schedule

The schedule is subject to change with advance notice in class and/or via course website.

\* = Zoom session on topic

| Week | Date  | Topics   | Assignments                     |
|------|-------|--|---------------------------------|
| 1    | 1/24  | <ol style="list-style-type: none"> <li>1. Course Overview</li> <li>2. The Motor System</li> <li>3. Baseline Listening &amp; Diagnostic Skills</li> </ol>   | Ch 1 Quiz                       |
| 2    | 1/31* | Evaluation of MSD  | Ch 2 Quiz                       |
| 3    | 2/7*  | Flaccid Dysarthria   | Ch 3 Quiz                       |
| 4    | 2/14* | Spastic Dysarthria<br>Unilateral Upper Motor Neuron Dysarthria   | Ch 4 Quiz                       |
| 5    | 2/21  | <ol style="list-style-type: none"> <li>1. The Dysarthrias</li> <li>2. Developing Perceptual &amp; Diagnostic Skills:                             <ul style="list-style-type: none"> <li>○ Phonatory Abnormalities</li> </ul> </li> </ol>                     | Ch 5 & 6 Quiz                   |
| 6    | 2/28* | Ataxic Dysarthria  | Ch 7 Quiz                       |
| 7    | 3/7*  | Hypokinetic Dysarthria   | Ch 8 Quiz                       |
| 8    | 3/14* | Hyperkinetic Dysarthria  | Ch 9 & 10 Quiz                  |
| 9    | 3/21  | <ol style="list-style-type: none"> <li>1. Apraxia</li> <li>2. Developing Perceptual &amp; Diagnostic Skills:                             <ul style="list-style-type: none"> <li>○ Resonance, Artic, Rate &amp; Prosodic Abnormalities</li> </ul> </li> </ol> | Ch 11 Quiz                      |
| 10   | 3/28  | <i>Midterm</i>   |                                 |
| 11   | 4/4   | <i>SPRING RECESS</i>   |                                 |
| 12   | 4/11* | Principles of Motor Learning (ML) - <i>Canvas readings</i><br>Neuroplasticity - <i>Canvas readings</i>   | Informational Presentation      |
| 13   | 4/18  | <ol style="list-style-type: none"> <li>1. Dx &amp; Tx for MSD</li> <li>2. Developing Perceptual &amp; Diagnostic Skills:                             <ul style="list-style-type: none"> <li>○ Speech AMRS: Important Patterns</li> </ul> </li> </ol>         | Quizzes on ML & Neuroplasticity |
| 14   | 4/25* | Cerebral Palsy (CP) - <i>Canvas readings</i><br>Childhood Apraxia of Speech (CAS) - <i>Canvas readings</i>   |                                 |
| 15   | 5/2   | <ol style="list-style-type: none"> <li>1. MSD in Children</li> <li>2. Assessment of Listening &amp; Diagnostic Skills</li> </ol>   | Quizzes on CP & CAS             |
| 16   | 5/9   | Review of Informational Presentations  | Peer Reviews                    |