

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES
EDSP 255 – SEMINAR IN MOTOR SPEECH DISORDERS
Spring Semester 2015

I. COURSE INFORMATION

Instructor: Wendy Quach, Ph.D., CCC-SLP

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This is the best way to contact me; I will attempt to respond to all emails within 48 business hours

Office Hours: Mondays: 3:00 – 5:00 PM
Or by appointment

Class Day/Time: Mondays 9:00-11:45 AM

Class Location: Sweeney Hall 335

A) Course Description

Through class lectures, laboratory experiences, and assignments, this course is intended to provide students with the academic knowledge base for clinical practice with individuals who have neurologically based speech disorders. Specifically, the purpose of this *graduate seminar* is to introduce students to best practices in clinical treatment of motor speech disorders. This course is designed to provide students with a knowledgeable and practical foundation in the area of motor speech disorders. We will cover etiologies, types, assessment, and treatment of motor speech disorders through collaborative, problem-based learning experiences and labs. This course will cover: (1) the anatomical and physiological bases of motor speech disorders, (2) the assessment of motor speech disorders, (3) the treatment and management of motor speech disorders.

The course will use a combination of presentations and seminar format involving participation with discussion. For most classes, there will also be small group activities related to the topic of discussion.

Changes may be made to the schedule. Additional readings may be provided at the discretion of the instructor and changes or additions may be announced in class and on the classroom management system, Canvas. Students are responsible for checking Canvas regularly for postings and announcements, and amending the assigned schedule accordingly.

B) Student Learning Objectives

- Please see Appendix for detailed objectives
- Build a knowledge base by **gaining factual knowledge** of the nature of sensory-motor speech disorders including etiologies, characteristics, anatomical/physiological correlates.
- Apply what you have learned to clarify thinking or solve problems by **applying course material** to assess and treat sensory-motor speech disorders.
- Function as an independent learner by **learning how to find and use resources for answering questions or solving problems** related to sensory-motor speech disorders.

C) Prerequisites

- Graduate standing
- EDSP 113 (A&P of Speech) and EDSP 161 (Normal Processes of Speech) are prerequisites for this course. Review information and notes from your courses as necessary to refresh your knowledge of anatomy and physiology. Anatomy and physiology – you should be familiar with the structures and articulators that contribute to speech production
- Normal language development – you should be familiar with how speech develops in a typical child

D) Readings

We recommend the following as textbooks for this course and as future references for your professional library. On the course outline, we identify chapters from the Yorkston, Beukelman, Strand & Hakel (2010) text that may help clarify information we discuss in class and enhance your understanding of the material.

Required Text:

- Yorkston, K., Beukelman, D., Strand, E. & Hakel, M. (2010). *Management of motor speech disorders in children and adults* (3rd ed.). Austin, TX: Pro-ed. **(YBSH)**
- Some additional readings will be made available on Canvas.

Some supplementary/resource readings are listed in the course syllabus from these recommended reference books:

- Caruso, A. & Strand, E. (1999). *Clinical management of motor speech disorders in children*. New York, NY: Thieme. **(CS)**
- Duffy, J. (2012). *Motor speech disorders: Substrates, differential diagnosis and management*. (3rd ed.). St. Louis, MO: Mosby-Year Book, Inc. **(JD)**
 - Note: This book is also available in an electronic version

For those who are interested in a very "readable" review of neuroanatomic/physiologic mechanisms relevant to speech-language pathologists, see:

- Love, W. & Adler, R. (2008). *Neurology for the speech-language pathologist*. (5th Ed.). St. Louis: Mosby-Elsevier. **(LA)**

Lecture Outlines:

The purpose of these outlines is to provide you some help in following the lecture and improving your real-time comprehension of the material. Lecture outlines will be on the web, through Canvas if you wish to take advantage of this convenience. Please use the link below for information on how to log on.

- Student Resource: http://www.sjsu.edu/at/ec/canvas/student_resources/index.html
- Log-in page: <https://sjsu.instructure.com>
- e-campus homepage: <http://www.sjsu.edu/ecampus/>

E) Course Policies

- On-time attendance.
- Full participation in class.
- On-time completion of assignments.
- Use of APA format for all written assignments.
- Independent work on all assignments, unless otherwise specified.
- **Civility in the Classroom:** Because every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. This is a graduate level course in which you receive training for a professional career. This means students need to behave in a professional manner regarding classroom behavior. All mobile/electronic devices that generate sound must be turned off when you enter the room. Disruption of class, whether by latecomers, noisy devices, websurfing, texting, iMessaging/e-chatting, facebooking, working on clinic materials/report, or inconsiderate behavior will not be tolerated. These behaviors tend to be distracting, and you would not engage in them in other professional interactions (clinical meeting with a supervisor, during therapy with a client, etc.). Repeated violations will be discussed with the individual(s) and may result in an

administrative withdrawal. Please use your electronic devices for note-taking only, unless a specific classroom activity calls for accessing the internet.

- **Cell phones or other electronic devices** are NOT ALLOWED on your person or within your line of sight during exams or quizzes. They must be in your bags or otherwise put away. Anyone caught with a cell phone or other electronic device during exams or quizzes will receive an F (0 points) and may face further disciplinary action related to academic dishonesty. You will not have an opportunity to make-up that exam or quiz.
- **Course Changes:** Because all classes do not progress at the same rate, the instructor may wish to modify the course requirements or timing as circumstances dictate. Students will be given adequate notification via in-class announcements or e-mail. The course calendar is tentative and subject to change.

F) Course Requirements

SJSU classes are designed such that in order to be successful, *it is expected that students will spend a minimum of forty-five hours for each unit of credit* (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- Course Assignments
 - Class Labs (15%)
Labs will be conducted during regular class time and may require some time outside of class for completion. Labs are due at end of the class meeting, *unless otherwise indicated*. The solutions for some labs may be discussed or posted in class and some assignments will be submitted to the instructor for grading.
 - Clinical Project (15%)
 - Neurological Condition Oral Presentation (20%)
Each student will prepare a 10 minute power point presentation explaining a chosen disorder with a motor speech component. Presentation must include: general description of the disorder, speech impairments associated with the disorder, natural course, and general treatment strategies that may be used in these cases. A list of topics will be provided and each student will report on a separate disorder. Student will be graded on organization of presentation as well as, accuracy and clarity of content.
- Course Examinations
 - Mid-term Examinations (20%). Questions may include true/false, multiple choice, matching, and/or short-answer.
 - Final Examination (30%). Cumulative test, which may include true/false, multiple choice, matching, and/or short answer.

G) Grading

Grades will be determined using the point system detailed above. Your final grade is based on a percentage of points earned through the above stated requirements.

Your letter grade is based on the following scale

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A+	100% to 98%	B+	89% to 87%	C+	79% to 77%	D	69% to 60%
A	97% to 94%	B	86% to 84%	C	76% to 74%	F	59% & below
A-	93% to 90%	B-	83% to 80%	C-	73% to 70%		

All work must be submitted on time. Failure to complete all activities/assignments in an acceptable and timely manner will result in lowering the final grade by one letter.

Incomplete Work: The symbol "I" (Incomplete Authorized) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. The student must not re-enroll in the course. It is the

responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

A notation of "Incomplete" may be given in lieu of a final grade to a student who has carried a passing grade for a significant part of the course but, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or some other *limited* amount of term work. An incomplete is not given unless the student can prove to the instructor that he/she was prevented from completing course requirements for just cause as indicated above, and is not assigned on the basis of poor academic performance.

H) Remediation

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

I) Illness and Absence Policy for Exams

- At the discretion of the instructor, make-up exams/quizzes will be given in cases of documented illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week.
- In case you are ill or have an emergency, please let us know your status within 24 hours after the missed exam date by email, phone, or in person.
- Any notification after the 24-hour period will not be accepted and you will not be able to make up the missed exam.
- Make up exams will also be provided for students who observe religious holidays.
 - To make up an exam, you must inform us of your absence within two weeks of the semester beginning. We can arrange a mutually agreeable time for your make up.
 - If you inform us of your religious observance after the exam date, you will not be allowed to make up the exam.

II. UNIVERSITY POLICIES

General Expectations, Rights, and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing

concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Academic Integrity Statement

- Let us start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behaviour in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU). The [University Academic Integrity Policy](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.
- If you are caught cheating on any assignment/exam and if this transgression is verified after due process, you will receive a zero for that specific assignment/exam and/or an E for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Accommodations of Students with Special Needs Students are referred to the [Accessible Education Center](http://www.sjsu.edu/aec/about-us/policies-guidelines-regulations/index.html), Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies, guidelines, and regulations via the website at: <http://www.sjsu.edu/aec/about-us/policies-guidelines-regulations/index.html>

Adding/Dropping

- Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.
- The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.
- Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

III. COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

Lurie College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The Mission of the Department of Communicative Disorders & Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

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.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CD&S (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner,

the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

Appendix A

Course Objectives/Competencies

ASHA Standards

Standard IV: Knowledge Outcomes

The information presented in this course partially addresses the following ASHA speech-language pathology standards. Knowledge will be conveyed via class lectures, videotapes, and readings. Acquisition will be demonstrated via class discussion, assignments, and exams.

Standard IV-A:

- The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Standard IV-B:

- The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C:

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

Standard IV-D

- For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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.

Standard IV-E

- The applicant must have demonstrated knowledge of standards of ethical conduct.
 - The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F

- The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
 - The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of

how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard IV-G

- The applicant must have demonstrated knowledge of contemporary professional issues.
 - The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.
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Standard V: Skills Outcomes

Standard V-A

- The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
 - The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

- Evaluation
 - a) Conduct screening and prevention procedures (including prevention activities).
 - b) Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c) Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
 - d) Adapt evaluation procedures to meet client/patient needs.
 - e) Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - f) Complete administrative and reporting functions necessary to support evaluation.
 - g) Refer clients/patients for appropriate services.
- Intervention
 - a) Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - b) Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - c) Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - d) Measure and evaluate clients'/patients' performance and progress.
 - e) Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - f) Complete administrative and reporting functions necessary to support intervention.
 - g) Identify and refer clients/patients for services as appropriate.
- Interaction and Personal Qualities

- a) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
 - b) Collaborate with other professionals in case management.
 - c) Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - d) Adhere to the ASHA Code of Ethics and behave professionally.
- The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.