

**San José State University**  
**Department of Communicative Disorders and Sciences**  
**EDSP 255, Seminar in Motor Speech Disorders, 01/02, Spring 2018**

**Course and Contact Information**

**Instructor:** Pei-Tzu Tsai, Ph.D., CCC-SLP  
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**Office Hours:** Wednesdays 12:00 PM to 1:00 PM; Thursdays 2:00 PM to 3:00 PM  
Or by appointment  
**Class Days/Time:** Section 01 Wednesdays 9:00 AM to 11:45 AM  
Section 02 Wednesdays 1:00 PM to 3:45 PM  
**Classroom:** Section 01 Sweeney Hall 447  
Section 02 Sweeney Hall 335

**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.

**Learning Outcomes**

**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 life span.

**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 Texts/Readings**

#### **Textbook**

- 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)

#### **Other Readings**

- Lecture outline and additional materials will be available on Canvas course website. Course-related questions sent to me via email will be answered on Canvas Discussion board.
- [ASHA Practice Portal](https://www.asha.org/Practice-Portal/Speech-Language-Pathologists/) at <https://www.asha.org/Practice-Portal/Speech-Language-Pathologists/>
- American Psychological Association (APA, 6<sup>th</sup> Ed.) style: APA style is required for all written assignments. Look under “In-text Citation” and “Reference List” sections for guidelines on [Purdue Online Writing Lab \(OWL\)](http://owl.english.purdue.edu/owl/resource/560/01/) at <http://owl.english.purdue.edu/owl/resource/560/01/>

#### **Recommended References**

- Caruso, A., & Strand, E. (1999). *Clinical management of motor speech disorders in children*. New York, NY: Thieme.
- Duffy, J. (2005). *Motor speech disorders: Substrates, differential diagnosis and management* (2nd ed.). St. Louis, MO: Mosby-Year Book, Inc.
- Love, W., & Adler, R. (2008). *Neurology for the speech-language pathologist* (5th ed.). St. Louis, MO: Mosby Elsevier.

## 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

- **Complete the assigned readings prior to class.** Graduate level courses typically require massive reading to provide enough background information, so that class time is primarily devoted to critical thinking, in-depth discussions and applications. *Tip:* Organize reading clubs to facilitate reading.
- **Assignments.** See the attached Course Calendar for exam/due dates and Assignment Description for specific instructions/rubrics.
  - **Class activities (10 points):** There will be three in-class activities to facilitate learning and require written submissions. Students are graded complete/incomplete based on successful completion and submission of the write up by the end of class. [CLO 2-5]
  - **Neurological Condition (20 points):** You will *individually* research and present a unique disorder with a motor speech component in both oral and written formats, including an oral presentation and a handout. [CLO 2, 6, 7, 8].
  - **MSD Treatment Project (30 points):** You will work *in groups* to develop treatment plan for an assigned case from the textbook, present the work in both oral and written formats, and develop clinically relevant continuing education (CE) questions. [CLO 4, 5, 7, 8]  
**(Alternative option) Research paper:** You may choose to individually write a research paper on treatment of MSD instead of completing the group project. Contact the instructor during the first week of class for this option.
  - **Exams (100 points):** There will be 3 non-cumulative exams. Among which, two with the highest scores will count towards your final grade. [CLO 1, 3, 4]

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

## Final Examination or Evaluation

There will be a final examination during the scheduled final exam time.

## Grading Information

### Determination of Grades

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

A+ 100 to 98

A 97 to 94

A- 93 to 90

B+ 89 to 87	B 86 to 84	B- 83 to 80
C+ 79 to 77	C 76 to 74	C- 73 to 70
D 69 to 60	F 59 and below	

- Late assignment penalty: One point will be deducted each day past the deadline.
- There is no extra credit opportunity for this course.
- There is no make-up exam, quiz or in-class activity, except for documented illness, emergency and observed religious holiday (see Classroom Policy below).
- Assignment weighting:

ASSIGNMENT	POINTS	WEIGHT (%)
Class activities	10	10
Neurological Condition	20	20
MSD Treatment Project	30	30
Exams	100	40
TOTAL	160	100

### Classroom Protocol

- **Respect your talent and potential, and challenge yourself.** You are in graduate school! You have the talent, work ethics and potential to challenge yourself rather than being challenged. Don't let the rubrics limit your performance. Think greater. Be greater.
  - If you ever feel stressed or helpless, talk to me immediately or take advantage of the SJSU Counseling Services to maximize your performance (see SJSU Counseling Services).
- **Respect the learning environment.** 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. 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, or inconsiderate behavior* will not be tolerated. Repeated violations will be discussed with the individual(s) and may result in an administrative withdrawal.
- **Adhere to SJSU student conduct code and ASHA code of ethics for all work in this class.**
- **Illness/emergency:** At the discretion of the instructor, make-up exams, quizzes and/or assignments will be given in cases of documented illnesses and personal/family-related emergencies. **Inform me within 24 hours** of the missed deadline, and **submit documentation within one week**. 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.
- **Observe religious holidays:** Inform me of your absence **before the add deadline or three days before the absence, whichever is earlier**, to make any necessary arrangement.

- **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).

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

### **College and Departmental Policies**

#### **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 CDS (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.

## EDSP 255-01/02, Spring 2018, Course Schedule

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

### Course Schedule

Week	Date	Topics & Readings	Assignment Deadlines
1	1/24	<b>Course overview</b> <b>Introduction</b>	
2	1/31	<b>Speech Mechanism</b> <ul style="list-style-type: none"> <li>Review notes from anatomy &amp; physiology (A&amp;P)</li> </ul>	Sign-up: Neurological condition topic Sign-up: Treatment project group
3	2/7	<b>Neuroanatomy</b> <ul style="list-style-type: none"> <li>Review A&amp;P notes, posted materials</li> </ul>	
4	2/14	<b>MSD Conditions</b> Text, Ch. 11, 13	
5	2/21	<b>Exam 1 (Intro, speech mechanism, neuroanatomy)</b>	<b>Exam 1</b>
6	2/28	<b>Assessment</b> <ul style="list-style-type: none"> <li>Text, Ch. 2</li> </ul>	
7	3/7	<b>Differential Diagnosis: Online case study</b> <ul style="list-style-type: none"> <li>Text, Ch. 3; handouts</li> </ul>	Class activity #1
8	3/14	<b>Case Discussion</b>	
9	3/21	<b>Exam 2 (MSD, conditions, Ax, Dx)</b>	<b>Exam 2</b>
10	3/28	<i>SPRING RECESS (CAMPUS CLOSED)</i>	
11	4/4	<b>Neurological Condition Presentation</b>	Neurological Condition (oral presentation & handout) Class activity #2
12	4/11	<b>Treatment Principles; Principles of Motor Learning</b> <ul style="list-style-type: none"> <li>Text, Ch. 4</li> </ul>	
13	4/18	<b>Treatment of Subsystems</b> Text, Ch. 5-9	
14	4/25	<b>Treatment of apraxia of speech (AOS)</b> Text, Ch. 12 <b>Treatment planning practice</b>	
15	5/2	<i>MSD Treatment Project preparation</i>	MSD Tx Project (2 CE questions) <u>by the end of the day</u>

<b>Week</b>	<b>Date</b>	<b>Topics &amp; Readings</b>	<b>Assignment Deadlines</b>
16	5/9	<b>MSD Treatment Project Presentation &amp; activity</b>	MSD Tx Project (oral presentation, reports & materials) Class activity #3
Final Exam		<b>Exam 3 (Treatment)</b> Section 01: 5/22, 7:15 – 9:30 AM, room TBD Section 02: 5/18, 12:15 – 2:30 PM, room TBD	<b>Exam 3</b>