

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES
EDSP 255 – SEMINAR IN MOTOR SPEECH DISORDERS
Spring Semester 2013
SH 314
4:00-6:45 PM

I. COURSE INFORMATION

Instructors: Kathy Castillo M.A. CCC-SLP BRS-S

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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 By appointment

Hours:

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 Desire 2 Learn (D2L). Students are responsible for checking D2L 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 D2L.

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. (2005). *Motor speech disorders: Substrates, differential diagnosis and management*. (2nd ed.). St. Louis, MO: Mosby-Year Book, Inc. **(JD)**

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 D2L if you wish to take advantage of this convenience. Please use the link below for information on how to log on.

- Student Resources: http://www.sjsu.edu/ecampus/students/D2L_students/
- Log-in page: <https://sjsu.desire2learn.com/>
- e-campus homepage: <http://www.sjsu.edu/ecampus/>

E) Course Requirements

- 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. 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.

F) Grading

- Course Assignments
 - Class Labs (20%)
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.
 - Neurological Condition Summary (20%)

Each student will prepare a brief two-page description of a disorder with a motor speech component. Reports 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. Students will submit a description (hardcopy and electronic) and all student descriptions will be posted on D2L for peers to download as a resource

- Clinical projects/case history (20%)

Each student will prepare a case history and assessment plan for your neurological condition. Report must include pertinent case history, instrumentation or assessment tools used to determine the plan of care and 2 goals for therapy.

- Course Examinations 40%

- Mid-term Examinations (10% each) Two non-cumulative tests will be administered at the beginning of the designated class period. Questions may include true/false, multiple choice, matching, and/or short-answer.
- Final Examination (20%). Cumulative test, which may include true/false, multiple choice or matching.

Your letter grade is based on the following scale.

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: 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.

G) 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.

H) Illness and Absence Policy for Exams

- At the discretion of the instructor, make-up exams 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 at least 1 week prior to the exam date. 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.

I) 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/>.

II. UNIVERSITY POLICIES

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), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at:

http://sa.sjsu.edu/judicial_affairs/index.html

- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment 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.

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the [Disability Resource Center](http://www.drc.sjsu.edu/policies/default.htm), Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/policies/default.htm>.

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 upon request.

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

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 and exams.

Standard III-A:

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

Standard III-B:

- The applicant must demonstrate knowledge of basic human communication including their biological, neurological, acoustic, psychological, developmental and linguistic and cultural basis.

Standard III-C:

- The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D

- The applicant must possess knowledge of the nature of speech, language, hearing, and communication disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-E

- The applicant must possess knowledge of the principles and methods of prevention and assessment and intervention for people with communication disorders, including considerations of, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-F

- The applicant must demonstrate knowledge of standards of ethical conduct.

Standard IV-B

- The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Knowledge Objectives (KASA Requirements)

Anatomical basis

- Describe the neurologic and anatomical correlates of motor speech disorders. (III-A, III-B, III-C, III-D)

Physiological basis

- Describe the affects on the physiological components by neurologic injury or disease that result in motor speech disorders. (III-A, III-B, III-C, III-D)

Psychological Basis

- Describe the psychological effects of neurologic injury or disease that result in motor speech disorders. (III-A, III-B, III-C, III-D)

Linguistic Basis

- Describe the linguistic aspects of motor speech disorders and how communication can be affected by the changes. (III-A, III-B, III-C, III-D)

Genetic Basis

- Describe the current findings about which neurologic diseases have a genetic basis. (III-A, III-B, III-C, III-D)

Cultural Basis

- Describe the significance of motor speech disorders and neurologic injury and disease in western culture, and compare/contrast with other cultures. (III-A, III-B, III-C, III-D)

Developmental/Lifespan

- Describe how speech and communication behaviors change over the lifespan in individuals with developmental and acquired motor speech disorders. (III-A, III-B, III-C, III-D)
- Describe how developmental and acquired motor speech disorders affect an individual's ability to participate in daily activities throughout the lifespan. (III-A, III-B, III-C, III-D)

Prevention

- Describe the aspects of motor speech disorders, neurologic injury and disease that may be amendable to prevention. (III-E)

Assessment (III-E)

- Discuss specific clinical procedures that are used to assess motor speech disorders.
- Discuss specific clinical procedures that are used to assess communicative functioning in individuals with developmental or acquired motor speech disorders.
- Discuss criteria for diagnosing developmental or acquired motor speech disorders.
- Discuss specific clinical procedures to determine prognosis in individuals with developmental and acquired motor speech disorders.
- Administer and interpret at least one screening instrument used to identify motor speech disorders.
- Administer a comprehensive motor speech assessment and then analyze and interpret the results.
- Make reliable judgments about the presence or absence of a motor speech disorder.
- Identify common types of motor speech disorders with assistance from the instructor.
- Interpret clinical data for the purpose of diagnosing developmental and acquired motor speech disorders.
- Propose recommendations based on diagnoses.

Treatment (III-E)

- List and describe common goals used in treatment plans for individuals who present with developmental and acquired motor speech disorders.
- Discuss the efficacy of common treatments used in conjunction with motor speech disorders.
- Describe specific ways to assess treatment outcomes for individuals who present with developmental and acquired motor speech disorders.
- Describe the limitations of contemporary treatments for motor speech disorders.
- Discuss criteria for determining when to refer a patient to other professionals for additional services related to their assessment or treatment.
- Identify useful treatment outcome measures.
- Use assessment data from a motor speech evaluation to develop intervention plans that contain measurable and achievable goals.
- Demonstrate the ability to use common clinical training skills to increase speech intelligibility and the individual's communicative effectiveness.
- Demonstrate the ability to teach someone else to use a compensatory strategy skill to improve speech intelligibility or communicative effectiveness.
- Explain the difference between a measure used in treatment and measure of treatment outcome.
- Respond to common questions that clients or parents ask about developmental and acquired motor speech disorders.
- Observe HIPPA guidelines (IV-B)