

## **COMD 6320 Motor Speech Disorders Course Syllabus**

**August 23, 2016 – December 1, 2016**

**Tuesday/Thursday, 2:30 – 3:45 p.m., Room C.114**

**Instructors: Michelle Aldridge, PhD CCC (aldridge@utdallas.edu) and  
Helen Kenedi, MS CCC (214-905-3112, kenedi@utdallas.edu)**

**Pre-requisites:** None

### **Course Description:**

The purpose of this class is to develop an understanding of the anatomy and physiology of speech production as it relates to motor speech disorders and their treatment. Differential diagnosis will be stressed in discussion of etiology and basic characteristics of motor speech disorders across the age continuum.

**This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this course are: III-B, III-C, III-D, III-E, III-F, III-G, III-H, IV-B, IV-G.**

### **Student Learning Objectives:**

Students will:

1. Identify normal and abnormal anatomy and physiology of the motor speech mechanism in children and adults. (Std. IIIB)
2. Describe etiologies and basic characteristics of motor speech disorders in children and adults. (Std. III-C, III-D)
3. Describe and apply assessment techniques for a variety of motor speech disorders in both children and adults. (Std. III-C, III-D)
4. Develop skills necessary to independently interpret and analyze assessment data to plan appropriate intervention. (Std. III-C, III-D).
5. Discuss and explain how to evaluate patient progress and treatment efficacy. (Std. IV-G, Std IV-B)
6. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individuals with motor speech disorders. (Std. III-E, III-F, III-G, IV-G)

### **REQUIRED TEXTS:**

The text for this course is:

Section 1: Freed, Donald (2012) Motor Speech Disorders: Diagnosis and Treatment, 2<sup>nd</sup> Edition, San Diego, CA: Singular Publishing Group.

Section 2: Packet (available at Off-Campus Books, in Richardson, near UTD Main Campus)

Additional **optional** resource: Duffy, J.R. (1995) Motor Speech Disorders; Substrates, Differential Diagnosis, and Management. St. Louis, MO: Mosby.

\*\*Class lecture notes (powerpoints) will be posted on Elearning. Please print out the Power Point handouts prior to class so you can use them to take notes efficiently.

**Assignments and Calendar:** These descriptions and timelines are subject to change at the discretion of the instructor

#### ADULT MSD

<i><b>DATE</b></i>	<i><b>TOPIC</b></i>	<i><b>READING</b></i>	<i><b>DUE</b></i>
Aug 23 -25	Anatomy & Physiology of Motor Speech  Start Evaluation if time	Ch 1 & 2 Ch 4 pages 82-95	Assign adult research article and online quiz (5%)
Aug 30 - Sept 1	Evaluation  Flaccid Dysarthria	Ch 3- Evaluation of MSD Ch 4 cont.	Assign Project #1 Diagnostic Evaluation Protocols (10%)
Sept 6-8	Dysarthria's cont.	Ch 5- Spastic Ch 6- Unilateral UMN Ch7- Ataxic	
Sept 13	EXAM A&P	Lecture 1 and chapter readings from Aug 26-28	<b>EXAM 1 on A &amp; P (10%)</b>
Sept 15 -20-22	Dysarthrias, cont.	Ch 8- Hypokinetic Ch 9- Hyperkinetic	
Sept 27-29	Dysarthrias, cont.	Ch 10 – Mixed	
Oct 4 - 6	Apraxia	Ch 11- Apraxia	
Oct 11-13	Treatment Planning Approaches & Treatment	Chapters above treatment section	<b>PROJECT 1 DUE &amp; ADULT QUIZ 1 DUE – 10/18</b>
Oct 18	Adult Portion - Final		<b>TEST 2 – Adults 30%</b>

## PEDIATRIC MSD

**ALL READINGS ARE FROM THE PEDIATRIC READINGS COURSEPACK**

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>	<b>DUE</b>
<b>Oct 20 Oct 25</b>	<b>Intro to Pediatric MSD</b>	<b>Management of Children with Dysarthria Speech (1<sup>st</sup> half up to page 247)  Characteristics of DAS</b>	
<b>Oct 27</b>	<b>Intro to Pediatric MSD</b>	<b>Dev Apraxia of Speech (Gen Info section)</b>	
<b>Nov 1</b>	<b>Childhood Dysarthria</b>	<b>Second half of Management of Children with Dysarthria  “Dysarthria Table”</b>	<b>Assign Case Study: Project 2 (10%)</b>
<b>Nov 3</b>	<b>Childhood Dysarthria</b>	<b>Motor Speech Assessment section in pack  Intervention Guidelines section in pack</b>	<b>Pediatric Article QUIZ on elearning OPENS (5%)</b>
<b>Nov 8</b>	<b>Childhood Dysarthria</b>	<b>Intervention Ideas section of pack</b>	
<b>Nov 10</b>	<b>Childhood Dysarthria</b>	<b>(continue above)</b>	
<b>Nov 15</b>	<b>Childhood Apraxia</b>	<b>Treatment of Developmental Apraxia of Speech: Integral Stimulation (Strand and Skinder)</b>	<b>Project 2 Due</b>
<b>Nov 17</b>	<b>Childhood Apraxia</b>	<b>Motor Programming Approaches to DAS</b>	
<b>Nov 22-24</b>	<b>NO CLASS</b>		
<b>Nov 29</b>	<b>Childhood Apraxia</b>		
<b>Dec 1</b>	<b>TEST Pediatrics</b>		<b>Pediatric Article QUIZ DUE TEST= 30%</b>

### **GRADING POLICY:**

Acquired knowledge will be assessed via a midterm, a final and class projects which will cover information presented in lectures, readings and videotapes. Knowledge will be applied and skills demonstrated via class discussion, test questions and class projects (including a case study). Correct grammar and spelling will also be graded on tests.

There will be a total of three tests over lectures and readings. The initial test will cover information regarding the Anatomy and Physiology of the Motor Speech Mechanism. The midterm will cover information regarding adult motor speech disorders and the final will cover information regarding pediatric motor speech disorders. The initial test will count for 10%, the midterm test will count for 30% of the total grade, the final will count for 30% of the total grade. Class projects will be worth a total of 20% and two quizzes will be worth 10%. **You must pass both the pediatric midterm and the adult final with at least a 70% in order to pass the class.** Each class project will count for 10% of your grade. Each quiz will count for 5% of your grade. All projects and quizzes are due on the dates indicated or a failing grade will be recorded. All projects and quizzes are required, if you don't hand them in then you will receive an incomplete for the class.

The course will be taught into two sections. The first section will be presented by Helen Kenedi, she will provide information regarding motor speech disorders in adults. The second section of the course will run from October 15<sup>th</sup> through December 5<sup>th</sup>. The second section of the course will be presented by Michelle Aldridge and she will provide information regarding motor speech disorders in children. Section 1 will be worth 55% and Section 2 will be worth 45% of the final grade. You must have a passing grade on each section of the course in order to pass the course. Reasonable attendance is required. You are responsible for information presented in the lectures as well as information from the text.

**Grading will be as follows:**

Test #1	10%
Project #1	10%
Quiz #1	5%
Test #2	30%
Project #2	10%
Quiz #2	5%
Test #3	30%

**Grading for the course is standard:**

90-100%	=A
80-89%	=B
70-79%	=C
60-69%	=D
0-59%	=F

**ASHA STANDARDS ADDRESSED IN THIS CLASS:** How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated:

**Standard 3.0B Curriculum**

**3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.**

The intent of this standard is to ensure that program graduates have opportunities to acquire the knowledge and skills needed for entry into professional practice across the range of practice settings (included but not limited to hospitals, schools, private practice, community speech and hearing centers, and industry) and to qualify for those state and national credentials for independent professional practice that are relevant to the program's purpose and goals.

The program must provide an academic and clinical curriculum that is sufficient for students to acquire and demonstrate, at a minimum, knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and the anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. These opportunities will be provided in this class in the area of stuttering.

**The program must provide opportunities for students to acquire and demonstrate knowledge in the following areas:**

- principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders;
- standards of ethical conduct;
- interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders;
- processes used in research and the integration of research principles into evidence-based clinical practice;
- contemporary professional issues and advocacy;
- certification, specialty recognition, licensure, and other relevant professional credentials.

**The program must provide opportunities for students to acquire and demonstrate skills in the following areas:**

- oral and written or other forms of communication;
- prevention, evaluation, and intervention of communication disorders and swallowing disorders;
- interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior;
- effective interaction with patients, families, professionals, and other individuals, as appropriate;
- delivery of services to culturally and linguistically diverse populations;
- application of the principles of evidence-based practice;
- self-evaluation of effectiveness of practice.

**3.2B Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.**

**3.3B The scientific and research foundations of the profession are evident in the curriculum.**

**Students will demonstrate the following skills:**

Describe the normal anatomy and physiology of speech production in a developmental framework across the age continuum.

Describe the processes of pathophysiological speech production in a developmental framework across the age continuum.

Describe/identify characteristics of motor speech disorders in a developmental framework across the age continuum.

Describe/demonstrate knowledge impact of cognitive, behavioral and medical status on motor speech disorders.

Describe the process for evaluation/assessment of motor speech disorders in a developmental framework across the age continuum.

Describe compensatory techniques, facilitation techniques and environmental modifications for the patient with motor speech disorders, ie. describe existing treatment procedures.

Interpret, integrate and synthesize information to develop a diagnoses and make appropriate recommendations for intervention/a treatment plan.

Describe/develop setting appropriate interventions plans.

Discuss and develop measurable and achievable goals that would meet a client's needs and target functional outcomes.

Demonstrate knowledge of terminology to be used for documentation/report writing of motor speech disorders.

Identify roles and responsibilities of other professionals on the rehabilitation team.

Identify standards of ethical conduct as they relate to the practice of motor speech disorders.

Discuss cultural issues that relate to motor speech disorders.

### **Field Trip Policies**

#### **Off-campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address

[http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.