

Andrews University

Fall Semester 2018

SPPA-631 Motor Speech Disorders

~ "Commit to the Lord whatever you do, and your plans will succeed". Proverbs 16:3 ~

Course Description

A study of the nature, etiology, and clinical management of motor speech disorders, with primary emphasis on apraxia and the dysarthrias.

Course Credit

3.0

Location

Bell Hall #118

Schedule

Wednesday 9:30-12:30

Instructors

Brynja Davis MS CCC-SLP

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Required Materials

Duffy, J.R. (2013). *Motor Speech Disorders: Substrates, Differential Diagnosis, and Management (3rd Ed.)*. Saint Louis, MO: Mosby Elsevier.

ISBN 978-0-323-07200-7

www.andrews.bncollege.com

Course Objectives

The purpose of this course is to address three important aspects of motor speech disorders; (1) neural substrates and physiology underlying normal and disordered motor speech control; (2) the disorders and their diagnoses; and (3) management of motor speech disorders.

By the end of the course, you will be able to:

- Describe the anatomy and physiology of the nervous system underlying motor speech control and its disorders
- Identify etiologies and salient characteristics of various types of motor speech disorders
- Identify the characteristics of various communication modalities for individuals with motor speech disorders
- Describe appropriate assessment principles and methods, and identify the components of a motor speech evaluation
- Distinguish motor speech disorders from other neurogenic communication disorders
- Describe varied therapeutic principles and procedures, treatment efficacy, and ethical issues pertinent to motor speech disorders
- Discuss components of education and counseling for patients, family, and other professionals

Upon completion of this course, the student will have met the following requirements for certification in speech-language pathology:

Standard IV-B: The student must demonstrate 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 student 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
- Voice and resonance, including respiration and phonation
- Social aspects of communication (including challenging behavior, ineffective social skills and lack of communication opportunities)

Standard IV-D: For each of the areas specified in Standard VI-C, the student 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 student must have demonstrated knowledge of standards of ethical conduct.

Standard V-A: The student must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B 2a: The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet client’/patients’ needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of voice and resonance.

Standard V-B 2b: The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of voice and resonance.

Standard V-B 2c: The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of voice and resonance.

Standard V-B 2d: The student will demonstrate the ability to measure and evaluate clients’/patients’ performance and progress in the area of voice and resonance.

Standard V-B 2e: The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of voice and resonance.

ASHA Standard	Outcome	Implementation	Evaluation Criteria
IV-B	Student will have described the anatomy and physiology of the nervous system underlying motor speech control and its disorders	Exams, Readings, Lecture, Case Report, PBL	80% accuracy
IV-C	Identify etiologies and salient characteristics of various types of motor speech disorders, along with identifying the characteristics of various communication modalities for individuals with motor speech disorders, and distinguishing motor speech disorders from other neurogenic communication disorders.	Exams, Readings, Lecture, Case Report, PBL	80% accuracy
IV-D	Students will have described varied therapeutic principles and procedures, treatment efficacy, and ethical issues pertinent to motor speech disorders, and discussed components of education and counseling for patients, family, and other professionals. The will also have described appropriate assessment principles and methods, and identify the components of a motor speech evaluation.	Exams, Readings, Lecture, Case Report, PBL, ILA	80% accuracy
IV-E	Describe varied therapeutic principles and procedures, treatment efficacy, and ethical issues pertinent to motor speech disorders	Exams, Readings, Lecture, Case Report, PBL, ILA	80% accuracy

V-A	The student must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.	Case Report, PBL, ILA	80% accuracy
V-B	The student must demonstrate skills in intervention planning, including developing, implement and modifying plans with measurable goals, and selecting and modifying appropriate materials.	LSVT LOUD or Speak Out	80% accuracy

Program Goals

- MS in Speech-Language Pathology will prepare students for the professional workforce
- MS students in Speech-Language Pathology will complete a terminal degree in speech-language pathology
- MS students in Speech-Language Pathology will synthesize and Interpret comprehensive knowledge of communication sciences and disorders
- MS student in Speech-Language Pathology will effectively integrate knowledge to formulate sound clinical judgments

Course Requirements

Active participation and preparation: Reading the text book is important; in addition, material outside the text book may be assigned for further study of a particular area/topic. Speaking up regularly in classroom discussions is also very important, add to our discussions what you have learned or found interesting or unclear from your reading of the textbook and journal articles.

Exams: There will be 2 tests and a Final Exam (part in-class, part take-home) given over the course of the semester. Together these 3 tests are worth 40% of your grade.

Baseline and Post-Learning Assessment of Listening and Diagnostic Skills: We will be developing our listening and diagnostic skills of Motor Speech Disorders (MSDs) in this class. A Baseline test will be given, you are not necessarily expected to do well as we have not covered the material yet, but it will be an index of your ability and will be compared to your Post-Learning test at the end of the semester. You will be listening to, and watching people with MSDs, listening to the voice quality, vocal and other characteristics, looking at facial and other body movements to assist you in diagnosing the type of MSD present. Worth 10% of your grade.

LSVT LOUD/SPEAK OUT: Each student will be expected to have completed the LSVT LOUD/SPEAK OUT training by the second week of school. Students will be using their new clinical skills to treat a client with Parkinson's or other neurogenic disorder that leads to unclear speech or reduced vocal loudness. Worth 10% of your grade.

Individual Learning Activities (ILA): Students will be expected to pursue knowledge and competency in specific areas relating to Motor Speech Disorders. X number of Activities will be assigned over the course of the semester. A handout describing each Activity will be given to the students a week or two before it is due. Worth 15% of your grade.

Problem-based Learning (PBL) cases: On the day the PBL is assigned (**Day 1**), the class will break up into groups and do some preliminary work on the problem. Using the Group Worksheet, students work together to 1) list observations, 2) list & define the knowledge or skill (learning issues) needed to address the problem, and 3) assign research on particular learning issues. For each case, students are expected to focus on one or more of the following: pathophysiology, assessment, diagnosis, prognosis, goals, treatment, etc. Discuss possible hypothesis of what is wrong with the client, what you will need to find out in order to prove or disprove your preliminary hypothesis and list terminology needing to be defined etc.

At the end of the first meeting, students divide the learning issues among themselves to be researched in preparation for the next week's meeting. Use journal articles and textbooks mainly, however websites may be used as well, but not as the primary or only source of information.

By the next class session (**Day 2**) each PBL group member must turn in a copy, by email, to the teacher and each member of their PBL group. This is a handout of the essential information they were assigned to research. You must list all sources used on a "Reference" page and add in text citations and sources. Students will report their findings to their PBL group members and be prepared to lead a discussion of their assigned learning issue(s). The groups summarize what they have learned and what issues may still need further investigation. In addition, the class as a whole will discuss the issues researched.

The day the preliminary report is due (**Day 2**) the second part of the problem will be handed out. The class will again break into PBL groups and do further preliminary work on the problem. In this session the group will now:

- Determine how the additional information has changed any or all of the preliminary hypotheses, and why.
- Determine the course of action the group will take in order to solve the problem.

Divide up the work that needs to be completed in order to solve the problem.

Finally, at the next class session (**Day 3**) each group member will follow the procedures for day 2. Worth 25% of your grade.

Written Work: All assignments must be submitted following APA guidelines. Written work and projects will be graded based on the professional presentation and organization of the work, accurate

grammar and syntax, and thoroughness/completeness of all specified areas assigned for the work.

Assessment and Grading Scale

Grading summary:

Exams	40%
Listening & Diagnostic skills	10%
Problem-based Learning cases	25%
Individual Learning Activities	15%
LSVT	10%

Total	100%
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Grading Scale:

A 94 – 100%	C+ 77 – 79%
A- 90 – 93%	C 73 – 76%
B+ 87 – 89%	C- 70 – 72%
B 83 – 86%	D 60 – 69%
B- 80 – 82%	F Below 60%

Schedule/Course Outline

August	28	Orientation & Intro to MSD Neurological basis for MSD	Ch. 1 PBL day 1 Ch. 2 Pre-test
September	5	Examination of MSD	Ch. 3 PBL day 2 Individual Learning Activity - Assessment
	12	Flaccid Dysarthria Spastic Dysarthria	Ch. 4 PBL day 3 Ch. 5
	19	Hypokinetic Dysarthria Hyperkinetic Dysarthria	Ch. 7 Ch. 8
	26	TEST #1	PBL day 1
October	3	Ataxic Dysarthria UUMND/Mixed Dysarthrias	Ch. 6 PBL day 2 Ch. 9 & 10
	10	Apraxia of Speech Mutism/Other Neurogenic Speech Distr. Differential Diagnosis	Ch. 11 PBL day 3 Ch. 12 & 13 Ch. 15
	17	TEST #2	
	24	Managing MSD, Apraxia & other Neurogenic	Ch. 16, 17-20
	31	Treatment show and tell	Individual Learning Activity - Treatment Post-test

Attendance Policy

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Academic Dishonesty Policy

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu.

Professionalism

To prepare students for the professional world;

Cell phones should be turned off before entering the classroom.

Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.

Late Assignments are unacceptable unless prearranged with instructor.

Active participation in class discussions is an essential part of learning. You will be responsible for reading the text and all supplemental material assigned and/or handed out during the semester. You will be expected to attend all class sessions and to participate fully in class discussions/activities.

Changes

Changes: At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

Emergency Protocols

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

If you are really sad or stressed, go outside and you will feel better after about an hour