



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 218 Motor Speech Disorders.	Section: 01 #83568
Meeting Days: Tuesday & Thursday	Meeting Times: 12:00-1:15 p.m.	Location: Folsom Hall, 2 nd floor Maryjane Rees Clinic LSH Center NeuroService Alliance Lab #2206B
Instructor: Dr. Darla K. Hagge, CCC-SLP	Email: hagge@csus.edu	Phone: 916-278-6695 – office 714/749-2799 – cell [preferred, if time sensitive]
Office Location: Folsom Hall Department Office Door # 2316 Hagge Office #2405 Department Office	Office Hours/Appointments: Tuesdays, 2:30 – 4:00 p.m. Wednesdays, 1:30 – 3:30 p.m. By appointment, please contact department front desk	

Catalogue Course Description:

CSAD 218. Motor Speech Disorders. 3 Units

Prerequisite(s): Classified graduate status.

Term Typically Offered: Fall only

Background pertinent to understanding neurophysiology associated with congenital and acquired dysarthria and dyspraxia. Descriptions and classifications of disorders and their causes, methods of assessment and treatment.

Place of Course in Program

This two-unit graduate seminar focuses on the cognitive, linguistic and social-emotional aspects of congenital and acquired motor speech disorders including the dysarthrias and the apraxias. Students will analyze ideas and make critical clinical evaluations, understand and apply research literature and demonstrate professional communication skills. To enhance learning, students will complete assignments and projects that are designed to bridge theoretical knowledge with clinical application.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

Course Learning Outcomes:

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas. Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 218 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Identify underlying anatomical & physiological causes of motor speech disorders (dysarthrias & apraxia)
2. Describe and analyze methods for assessing and evaluating the nature and severity of motor speech disorders.
3. Develop therapy strategies to alleviate or circumvent communication difficulties.
4. Describe literature-based, best practice core competencies related to interprofessional education (IPE) and interprofessional practice (IPP).
5. Apply IPE core competencies to IPE activities/events and anticipated future clinical IPP.

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 2	Examination #1	
1, 2, 4, 5	Examination #2	
1, 2, 3, 5	Motor Speech Disorders – Group Project	
1, 2, 3, 4, 5	Examination #3	

Textbooks and Materials:

COURSE MATERIALS:

Required Texts:

Duffy, J.R. (2013). *Motor speech disorders: Substrates, differential diagnosis and management.*

3rd Edition. St. Louis, MO: Mosby.

Recommended Texts:

Bhatnagar, S. C. (2013). *Neuroscience for the Study of Communicative Disorders.* 4th Edition. Philadelphia, PA: Lippincott Williams & Wilkins.

Halpern, H., & Goldfarb, R. (2013). *Language and Motor Speech Disorders in Adults.*

3rd Edition. Burlington, MA: Jones & Bartlett Learning.

Webb, W.G., & Adler, R. K. (2015). *Neurology for the Speech-Language Pathologist.* 6th Edition. St. Louis, MI: Mosby Elsevier.

Other Readings:

- Additional readings may be made available on the course web site/Canvas environment

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REQUIRED MATERIALS:

Students should bring the following to each class meeting:

- Required textbook
- Laptop, netbook, iPad, or other device with internet capability (if device is not available, student(s) should arrange to share with a classmate, *in advance of class meeting*)
- Paper, pens, pencils
- Download, print, and bring relevant in-class learning activities and other documents, as uploaded to
 - Canvas by the instructor(s)
 - Provided in a group email
- Bring flashlight for practice cranial nerve examination
- Scantron Forms, for all quizzes, mid-term & final examination (Style of Scantron for quizzes and exam may include but are not limited to #883-E and #886-E)

Online Resources:

CANVAS

Course Requirements/Components:

COURSE STRUCTURE:

This course will incorporate a variety of in-class learning experiences including direction instruction/lecture, active learning activities, small/whole group discussions, and multimedia viewing. Due to the depth of the course content, students will be assigned weekly readings to be completed before the class meeting. All assignments and activities are carefully administered for the purpose of enhancing student learning.

ONLINE RESOURCES:

Please view the course Canvas website for a large collection of resources including websites, articles, documents, and more.

EXPECTATIONS:

Policies/Procedures:

Attendance: This course involves verbal interaction/discussion among the students, the instructor, and possible guest presenters. You cannot really “get” what was covered in class via classmates’ notes. Class and interprofessional education event attendance and participation are **required**, and roll will be taken in the form of each student signature on the official roll sheet during ONLY the **first ten minutes** of each class session.

Students who arrive late to class will need to confer with the instructor before the end of that class meeting.

Students should report absences or late arrivals (due to emergency and/or medical issues only) to the instructor in person or via voice mail or email *prior to class meeting* (not via text messages).

FOUR (4) unexcused late arrivals to class will result in your final grade dropping one letter grade.

TWO (2) unexcused absences will result in your final grade dropping one letter grade.

Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations of this career. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate.

Class meetings/participation: Lecture + discussion + observation format will be followed. Active listening and problem solving are expected. We will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model being presented on the board ... please be prepared! When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as "I agree" or "great idea," are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-language pathology is a profession in which you need to actively problem solve at all times. For this reason, exams will definitely cover material that have been discussed in class. This includes videos, review of materials, lab experiences, etc. Be aware that you must be "present to win" this knowledge.

Readings: You are responsible for all reading materials assigned. Not all assigned readings appear on this syllabus, as some short readings may be added during the course of the semester. You are expected to have completed the assigned readings prior to class time on topic discussion dates so that you are able to participate in discussion and ask questions.

Students are expected to attend class regularly and to be prepared to participate in weekly class discussions and activities. Assignments **must** be turned in or taken on the scheduled dates and times. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. As previously stated, if you are absent from class, you are responsible for all material covered.

Additionally, students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. To that end, cell phones are to be turned off throughout the class period. Electronic devices will be used to access posted Canvas resources or documents. Checking email and other non-course online activities are not acceptable and do not align with professional behavior.

Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.

The syllabus, outlines of class topics, and other info will be posted on Canvas. Outlines and other posted information will be removed no earlier than 2 weeks after original posting, but will not remain available online indefinitely. Students are encouraged to read and/or copy the material when it is posted. In addition, it is recommended that students:

1. Retrieve the outline from Canvas when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding.
4. Create and participate in study groups throughout the semester.

GRADED COURSE ACTIVITIES AND LATE ASSIGNMENT POLICIES:

According to the Department of Speech-Language Pathology and Audiology Graduate Admissions Policy, Procedures and Practices, students failing to maintain a GPA of 3.00 are automatically placed on academic probation. Because graduate students need a grade of “B” to pass graduate coursework other than clinics, they should seek advising for grades equal to or less than “B.” Students should, therefore, track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester.

The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will be used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

All assignments must be completed and turned in during class, on time, and in the correct form. **Late assignments, those in an incorrect form, or e-mailed assignments will not be accepted and will receive no credit without a serious and compelling reason, doctor's note *and* instructor approval. Late or missing assignments will negatively affect the student's grade.**

On each exam, you will be asked about any **guest speakers**, presentations or other additional content that we have addressed in class. As stated earlier, you are strongly encouraged to read each day's assignments BEFORE class and ask questions about any material you do not understand. Possible guest speakers for this semester include but are not limited to Instructor Scott Jackson MS., CCC-SLP, Kinzie Murphy M.S., CCC-SLP and/or Karen Fittinger M.S., CCC-SLP.

Grading Policy:

Participation points and points received for graded activities will be posted to the Canvas Grade Center. Grades will be posted within a timely fashion following the mid-term examination. Final grades will be based on the total number of points.

METHODS OF EVALUATION:		
ASSIGNMENT	POINT VALUE	DATE SCHEDULED
Participation All students to sign official attendance roster during first ten minutes of class.	100 2 unexcused absences = One full reduction in final grade 4 unexcused tardiness = One full reduction in final grade	Attendance and participation is required for each class meeting (see course policy for additional information)
EXAM #1 - Neuro Review <u>Format:</u> Please review description posted on Canvas <u>Content:</u> Structures & Functions Site of Lesion & Anticipated Deficit Cranial Nerves, Case Studies Childhood AOS	100	October 10, 2019
EXAM #2 <u>Format:</u> Please review description posted on Canvas <u>Content:</u> Cumulative, to-date, including childhood apraxia of speech and interprofessional education	100	November 21, 2019
MOTOR SPEECH PROJECT <u>Format:</u> Group project. See Canvas website for assigned groups, assignment description, and grading rubric. <u>Content:</u> See Canvas for specific instructions.	100	See tentative course schedule, below
EXAM #3 <u>Format:</u> Cumulative. Please review description posted on Canvas <u>Content:</u> Neuro and site of lesion case Studies Diagnostic & recommended Interventions	100	Week of December 9, 2019 Day/time: <i>Per official university final examination schedule</i>
Total Points Possible	500	

Letter grades are assigned according to the following scores. Please note that unexcused tardiness and absences may result in the reduction of one letter grade. Please see the above-reported grading policy.

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

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TENTATIVE Course Schedule/Outline:

Please read assigned textbook readings before class meetings; all activities subject to change per instructor discretion.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings/Assignments</u>
1	August 27 & 29	<p>*Guest speakers: Karen Fittinger M.S., CCC-SLP et al Lisa Lyndsay, professional advocate</p> <p>Childhood Apraxia of Speech: Assessment</p> <p>*Greetings and Introductions *Ice Breaker Activity *Review of syllabus and course expectations *Lecture: Neuro Review</p> <p>*Invitation: Semi-annual IPE Dysphagia Team-based Learning event between SLP & Nursing Students. Extra Credit Points! (8/29/19 – 0730-1030)</p>	<p>Read: Chpters 1 & 2, Bhatnagar, Chapter 1, Webb & Adler In-class small group activity, “Principles of neuroplasticity”</p> <p>*Interprofessional active learning activities relevant to medical-based speech-language pathology!</p>
2	Sept 3 and Sept 5	<p>*Lecture: Neuro Review (continued) Organization of the Nervous System</p> <p>*Case Studies</p>	<p>Read: Chpters 1 & 2, Bhatnagar, Chapter 2, WeCanvas & Adler.</p> <p>In-class small group activities & discussion</p>
3	Sept 10 and Sept 12	<p>*Neurologic Bases of Motor Speech and Its Pathologies</p> <p>*Guest speakers: Karen Fittinger M.S., CCC-SLP et al Lisa Lyndsay, professional advocate</p> <p>Childhood Apraxia of Speech: Treatment</p>	<p>Read: Ch. 2, Duffy</p> <p>In-class small group activities</p>
4	Sept 17 and Sept 19	<p>*Assessment of Motor Speech Oral Motor & Cranial Nerve Exam, dyad practice Bring flashlight (not the light on your cell phone!) Print and bring protocol (posted on Canvas)</p> <p>* Flaccid & Spastic Dysarthrias</p>	<p>Read: Ch. 3, Duffy</p> <p>In-class small group activities</p>
5	Sept 24 and Sept 26	*Ataxic and Unilateral Upper Motor Neuron Dysarthrias	<p>Read: Ch. 4 & 5, Duffy</p> <p>In-class small group activities</p>
6	Oct 1 and Oct 3	*Hypokinetic & Hyperkinetic Dysarthrias	<p>Read: Ch. 6 & 9, Duffy</p> <p>In-class small group activities</p>
7	Oct 8 and Oct 10	<p>*Mixed Dysarthrias</p> <p>*Exam I, Thursday</p>	<p>Read: Ch. 7 & 8, Duffy</p> <p>In-class small group activities</p>
8	Oct 15 and Oct 17	<p>*Guest presenter: Scott Jackson M.S., CCC-SLP Voice Assessment</p> <p>*Apraxia of Speech</p>	<p>Read: Ch. 10, Duffy</p> <p>Read: Ch.11, Duffy</p> <p>In-class small group activities</p>

9	Oct 22 and Oct 24	*Neurogenic Mutism *Other Neurogenic Speech Disturbances	Read: Ch. 12, Duffy In-class small group activities
10	Oct 29 And Oct 31	*Guest presenter: Scott Jackson M.S., CCC-SLP Voice Treatment *Acquired Psychogenic & Related Nonorganic Speech Disorders	Read: Ch. 13 & 14, Duffy
11	Nov 5 and Nov 7	*Differential Diagnosis *Managing Motor Speech Disorders: General Considerations *Managing the Dysarthrias	Read: Ch. 14 & 15 Duffy In-class small group activities
12	Nov 12 and Nov 14	*Managing Apraxia of Speech *Management of Other Neurogenic Speech Disturbances *Managing Acquired Psychogenic & Related Nonorganic Speech Disorders	Read: Ch. 16 & 17, Duffy In-class small group activities
13	Nov 19 and Nov 21	*Small Group Presentations *Exam II, Thursday	Groups #1 - #2 Read: Ch. 18, 19, 20, Duffy In-class small group activities
14	Nov 26 And Nov 28 (Holiday)	*Small Group Presentations	Groups #3 - #4 Each presenting student will print and bring grading rubric to class; each student in audience will complete an audience feedback form (see Canvas).
15	Dec 3 And Dec 5	*Small Group Presentations	Groups #5 - #8 Each presenting student will print and bring grading rubric to class; each student in audience will complete an audience feedback form (see Canvas).
16	Week of Dec 9 th	*Final, Examination III, cumulative	Day/time: <i>Per posted university schedule</i>

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State’s Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Understand When You May Drop This Course:

It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student’s family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department’s policy.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 218 Motor Speech Disorders

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.