Course Syllabus for CDS 541  
(3.0 semester credit hours)  
Neurogenic Disorders of Communication I  
Spring, 2014

Communication Disorders and Sciences  
Southern Illinois University Carbondale • Rehabilitation Institute

Course Instructor: Maria Claudia Franca, Ph.D., CCC-SLP  
Office: 318A Rehn Hall, Southern Illinois University at Carbondale  
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E-mail: franca@siu.edu  
Office Hours: Tuesdays from 1:00-4:00 p.m.; Thursdays from 1:00-4:00 p.m.  
If changes to these are needed I will post them on my office door.  
Appointments are advised.

Class meeting days and times: Tuesdays and Thursdays from 8:00-9:15 a.m. in Communications Building Room 1007.

Course Description: This course in motor speech disorders will focus on impairments of the muscle control systems that influence speech in order to prepare students for clinical practicum experiences with individuals who have speech disorders associated with impairment of the motor control systems.

Course Objectives: Upon successful completion of this course, students should know how to:

1. Analyze speech to determine dimensions of motor speech disorders.  
2. Identify the characteristics of motor speech disorders.  
3. Select, administer, and interpret appropriate evaluation tests for motor speech disorders.  
4. Demonstrate appropriate intervention procedures for use with people who have motor speech disorders.  
5. Develop management plans for motor speech disorders.

ASHA’s accreditation requirements will be included in this course as follows:

a. Etiologies: Students will correctly organize and/or check the etiologies associated with motor speech disorders.  
b. Characteristics: Students will correctly describe characteristics of motor speech disorders.  
c. Anatomical Correlates: Students will correctly differentiate, organize, and/or check the anatomical correlates associated with motor speech disorders.  
d. Physiological Correlates: Students will correctly differentiate, organize, attribute, and/or check the physiological correlates associated with motor speech disorders.  
e. Acoustic Correlates: Students will correctly determine and/or interpret all critical acoustic correlates observed in persons with motor speech disorders.  
f. Psychological Correlates: Students will correctly differentiate the psychological correlates associated with persons with motor speech disorders.  
g. Developmental Correlates: Students will correctly determine and/or interpret critical developmental correlates associated with persons with motor speech disorders.  
h. Linguistic Correlates: Students will correctly differentiate, organize, attribute, check, and/or critique the linguistic correlates associated with persons with motor speech disorders.  
i. Cultural Correlates: Students will correctly differentiate, organize, attribute, check, and/or critique the cultural correlates associated with persons with motor speech disorders.  
j. Prevention Principles/Methods across the Life Span: Students will describe preventive methods associated with motor speech disorders.  
k. Assessment Principles/Methods across the Life Span: Students will correctly plan, describe, and/or perform assessment methods associated with motor speech disorders.  
l. Intervention Principles/Methods across the Life Span: Students will correctly describe intervention principles and methods associated with motor speech disorders across the life span.
Bibliography:

Required Text:

Supplementary Materials:

Websites of interest
http://www.anatomyatlases.org/HumanAnatomy/1Section/Top.shtml
Atlas of Human Anatomy
http://brainmaps.org/index.php?
Brain Atlas
http://www.cpconnection.com
Cerebral Palsy Connection
http://www.lsvt.org
Lee Silverman Voice Treatment site
http://www.beyondspeechtherapygroup.com
On-line speech therapy
http://www.plwp.org
People Living with Parkinson's
http://www.siumed.edu/anatomy/neurolinks.htm
SIUC Medical School site.
Course Requirements:

1. Class begins promptly at 8am, and ends promptly at 9:15pm. It is expected that each student will arrive on time and remain for the entire class period.
2. Participation in any in-class activities; bring textbooks to class each time.
3. Completion of all examinations based on readings and lecture materials.
4. Complete in-class quizzes. There may be in-class quizzes (either announced or unannounced ahead of time) that may cover the material in the current chapter being discussed, as well as material from class already presented. Students are encouraged to keep up on readings and attend every class.
5. Complete all assignments, projects, and presentations. Non-graded assignments and projects may be applied during the course of the semester. The purpose of these is to help students gain an understanding of the material. Delayed graded submissions will have 10% deducted from the assigned grade.
6. Regarding writing assignments:
   a. Professionals often communicate in writing. Their ability to write reflects not only on each person as a single professional but on the entire profession.
   b. All written work submitted must be typed using a standard font. Written work is graded for quality of content as well as written structure (spelling, grammar, syntax, punctuation, etc.).
   c. Do not use contractions in academic writing (unless quoting someone who used them); instead, write out both words that form a contraction.
   d. Proofread submissions before submitting them; do not just run a spelling checker. There are many words that may be spelled correctly but are not correct in the written context.
   e. Capitalizations: some words that should not be capitalized that often are include kindergarten, first grade, high school, special education, speech and language pathologist, names of diseases or disorders not named after a person such as autism, mental retardation, syndrome (as in Down syndrome), cerebral palsy, and traumatic brain injury. Note, however, that acronyms based on non-capitalized terms are capitalized; therefore, the term traumatic brain injury is abbreviated as TBI and speech and language pathologist is abbreviated as SLP. Some words that should be capitalized that often are not include: Internet, names of diseases or disorders when they are named after a person such as Down (in Down syndrome), names of computer programs, and names of companies (such as AbleNet).
   f. When writing numbers use this guide: if the number begins a sentence always write it out in text form. However, if the number occurs within a sentence, then only write it out in text if the number is greater than ten.
   g. Use language that is neutral with regard to the experience of clients. For example, do not write that “the client suffers from Down syndrome” but rather “the client has Down syndrome”. Likewise, do not write that “the client is bound to (or confined to) her wheelchair” but rather that “the client uses a wheelchair.”
   h. Use ‘person-first’ language when describing persons with disabilities. This is the practice of stating the word “person” before identifying their disorder. Examples of person-first language include “a person with a disorder” rather than “a handicapped person,” and “the woman with cerebral palsy,” instead of “the cerebral palsied woman.” It may seem frivolous and wordy to use person-first language, but it shows sensitivity to the power of language (including the use of language by those with power to marginalize others) and a desire to empower persons with disabilities rather than to marginalize them.

Methodologies/strategies of instruction to be used to teach the course

Lecture is applied to supplement readings. Class discussions and group activities are also used. Support materials include articles, graphics, photographs, models, videotapes and audiotapes. Projects are designed to enhance clinical skill, group engagement, research abilities, writing skills, as well as their professional abilities to analyze, evaluate, and create.

Grading Criteria:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examinations</td>
<td>4 x 100 = 400</td>
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<tr>
<td>Quizzes</td>
<td>4 X 20 = 80</td>
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<tr>
<td>MSD Screening Portfolio</td>
<td>100</td>
</tr>
<tr>
<td>MSD Intervention Kit</td>
<td>100</td>
</tr>
<tr>
<td>Perfect Attendance</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>700</td>
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Grades for the overall course will be based on the following information:

.90-1.00 of tests and quizzes = A
.80-.89 of tests and quizzes = B
.70-.79 of tests and quizzes = C
.60-.69 of tests and quizzes = D
less than .60 of tests and quizzes = F

Students whose cumulative grades on tests/quizzes is greater than .79 will have points from projects and attendance added. Students whose cumulative grades on tests/quizzes are less than .79 will not have points from projects and attendance added.

Examples:

1. Cumulative scores of tests/quizzes equal 78%. The student will get a C in the course because projects and attendance points cannot be used to boost grade.

2. Cumulative scores of tests/quizzes greater than 79%. The student can use the projects and extra credit toward the total grade.

Evaluation and Grading Procedures: students taking this course for a letter grade must complete each assignment and examination as specified.

1. Exams and Quizzes

Exams and quizzes will cover all class materials (readings, lectures, discussion, handouts, videos, etc.) received up in the given period. Lectures are supplementary to readings. Not all materials covered in the book may be repeated in class. Similarly, not all material presented in class may be included in the book. Therefore, students are responsible for material presented which may not be necessarily included in the readings, as well as information in the book which may not be covered in class. No make-up exams and quizzes will be administered.

2. MSD Screening Portfolio

Create a series of 5 screening tools (flaccid, spastic, hypokinetic, hyperkinetic, ataxic) that assess all major aspects of dysarthria yet could be completed with a cooperative client in 5-10 minutes. Students may work in groups of 3-5 on this project, in which case the group will submit one single portfolio. For each of the screening tools (flaccid, spastic, hypokinetic, hyperkinetic, ataxic), include the following sections:

Section I - Etiology and characteristics
Describe etiology and characteristics of the dysarthria. Minimum word length for this section: 50 words.

Section II - Rationale
Describe the reasons why you decided to use the items included in the screening instrument. Minimum word length for this section: 150 words.

Section III - Screening Tool
Provide the screening tool for the given dysarthria. No minimum word length for this section.

Section IV – Practical Demonstration
Demonstrate and explain the screening instruments in class.

Grading will be based on inclusion of the elements outlined, writing style and accuracy, as follows:

a. Etiology/characteristics 5 points X 5
b. Rationale 5 points X 5
c. Screening tool 5 points X 5
d. Practical demonstration 5 points X 5
Total points 100 points
3. **MSD Intervention Kit**

Create a motor speech disorders intervention kit containing materials that you can use when intervening with persons with MSD, as well as descriptions of their uses. Interventions can include treatment, management, consultation, or follow-up services.

**Contents**
The kit must contain a minimum of 10 different items (listed and described on an attached index).

**Rationale**
Describe the reasons why you decided to use the items you included in your screening instrument. Minimum word length for this section: 150 words.

**Kit Appearance**
The kit must be clean. The materials in the kit must also be clean. You are encouraged to have a kit that has a professional appearance.

**Kit Organization**
You must provide an organization guide (index) to the kit that lists all items included. You are encouraged to maximize the organization of your kit, which includes a clear index with descriptions, so that even a person who is unfamiliar with your kit would be able to find materials within five seconds.

**Practical Demonstration**
Demonstrate in class the application of all or some of the items included in the intervention kit.

Grading will be based on inclusion of the elements outlined, writing style and accuracy, as follows:

- a. Contents: 20 points
- b. Rationale: 20 points
- c. Appearance: 20 points
- d. Organization: 20 points
- e. Practical demonstration: 20 points

**Total points: 100 points**

4. **Perfect Attendance**

Class attendance and meaningful participation in the class are essential, and an indication of professional character. Chronic lateness is impolite as well as evidence of lack of readiness for professional practice. Students with no absences (excluded letter headed and signed documented excused absences) and are present during the entire class period, will earn 20 points toward the final grade. The instructor will take attendance at the beginning of each class either using a sign in sheet (available during a limited period at the beginning of each class) and/or by calling each student’s name at random times. Additionally, students are encouraged to turn off cell phones during the class period. Computers and tablets should be applied solely for class purposes.

**Notes:**
1. The instructor expects students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Bulletin and Graduate Catalog. Students may wish to review specifically the information in the Bulletin on human subjects and the Student Conduct Code (especially Acts of Academic Dishonesty).
2. If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the professor or contact the Disability Support Service Office at Woody Hall B-150 (618-453-5738).
3. If you need assistance with writing skills you can contact the SIUC Writing Centers. Their email address is write@siu.edu, their website address is www.siu.edu/~write
4. Emergency Procedures. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu)(disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
As members of our University community, we commit ourselves to the ideals of SIUC and express our commitment through the following creed:

As a Saluki, I pledge to advance learning. I will practice personal and academic integrity. I will fulfill my responsibility as a citizen-scholar by striving to make this campus and community a better place.

Students are encouraged to examine the SIUC Student Conduct Code thoroughly at the following website:
http://policies.siu.edu/_common/documents/StudentConductCode.pdf

CDS 541 Spring 2014
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Week #</th>
<th>Topics &amp; Text Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14-16</td>
<td>1</td>
<td>Intro, MSD historical review, incidence, initial information Ch.1</td>
</tr>
<tr>
<td>Jan 21-23</td>
<td>2</td>
<td>The motor system Ch. 2</td>
</tr>
</tbody>
</table>
| Jan 28-30 | 3      | **Quiz 1**
|           |        | Flaccid dysarthria Ch. 4
|           |        | Spastic dysarthria Ch. 5                                  |
| Feb 4-6   | 4      | **Exam 1**
|           |        | Unilateral upper motor neuron dysarthria Ch. 6
|           |        | Ataxic dysarthria Ch. 7                                   |
| Feb 11-13 | 5      | Hypokinetic dysarthria Ch. 8
|           |        | Hyperkinetic dysarthria Ch.9                               |
| Feb 18-20 | 6      | **Quiz 2**
|           |        | Mixed dysarthrias Ch.10
|           |        | Apraxia of Speech Ch.11                                   |
| Feb 25-27 | 7      | **Exam 2**
|           |        | Differential Diagnosis                                     |
| Mar 4-6   | 8      | Evaluation of Motor Speech Disorders Ch. 3                 |
| Mar 11-13 | 9      | Spring Vacation                                            |
| Mar 18-20 | 10     | **Quiz 3**
|           |        | Project due: MSD Screening Portfolio - Demonstration       |
| Mar 25-27 | 11     | MSD Management                                             |
| Apr 1-3   | 12     | MSD Management                                             |
| Apr 8-10  | 13     | **Exam 3**
|           |        | Other neurogenic impairments (cerebral palsy, psychogenic, mutism) |
| Apr 15-17 | 14     | AAC: Augmentative and alternative communication             |
| Apr 22-24 | 15     | **Quiz 4**
|           |        | Disability, WHO, inclusive practices                       |
| April 29- May 1 | 16 | Project due: MSD Intervention Kit - Demonstration |
| May 6     | 17     | **Final Examination 7:50-9:50 a.m.**                       |

**Exam 1** will include information covered in class from weeks 1-3, handouts on D2L, and Ch. 1-5, except treatment sections and Chap.3.

**Exam 2** will include information covered in class from weeks 4-6, handouts on D2L, and Ch. 6-11, except treatment sections.

**Exam 3** will include information covered in class from weeks 7-8, handouts on D2L, Ch. 3, and treatment sections of Ch. 4-11.