Auburn University
Department of Communication Disorders

Motor Speech Disorders Fall Semester 2013
CMDS 7810 Haley Center 2318 Tuesday & Thursday 3:30 – 4:45

Prerequisites: Graduate standing Credit Hours: Three Semester Hours

Instructor: Daniel E. Phillips, Ed.D, CCC-SLP
Office: 1143-C Haley Center Telephone: 334-844-9631 E-Mail: dep0006@auburn.edu
Office Hours: M – Th 1 to 2. Appointments are advisable

ASSIGNED TEXTBOOK:

References:

Course Overview: Empirical and theoretical bases for motor speech disorders, diagnoses, and therapies.

Course Purpose and Objectives:

At the conclusion of this course, students should be able to demonstrate the knowledge and exhibit a basic competency enabling them to:
1. Demonstrate an understanding of motor speech disorders associated with nervous system involvement.
2. Demonstrate an understanding of and be able to describe the classification, characteristics, and etiologies of motor speech disorders, including the Mayo Classification System.
3. Become familiar with the current research pertaining to the assessment and treatment of motor speech disorders including evidence based practices.
4. Develop a practical understanding and the ability to use assessment and diagnostic procedures (including perceptual, acoustic, and physiologic methods) to determine the type and severity of motor speech disorders.
5. Demonstrate knowledge of and ability to interview and systematically observe to obtain background history and current behaviors as they relate to adults and children with motor speech disorders.
6. Understand a systematic overview of the speech process including the respiratory, laryngeal and articulatory speech subsystems as it applies to motor speech disorders.
7. Demonstrate the ability to plan appropriate therapeutic intervention, including perceptual, acoustic, and physiologic methods for individuals with motor speech disorders.
8. Demonstrate the ability to effectively communicate evaluation and treatment information verbally and in a written report.
COURSE REQUIREMENTS:

Assigned readings in the text and in other books, pamphlets and professional journals to be read prior to their discussion in class.

Chapter quizzes – 5 points each

Perform an oral – motor speech exam, record results; present the results verbally to the “client” (including findings, strengths & needs; recommendations (treatment plan with goals)and patient education (suggestions [based on diagnosis and findings] from the text. Write a summary report of the exam and present a verbal report to the instructor. Instructions on separate sheet. All three reports to be graded.

Using the PRAAT http://www.fon.hum.uva.nl/praat/ or VISI Pitch or the Computerized Speech Lab (CSL) conduct a Motor Speech Protocol with a “patient.” Instructions on separate sheet. Record the results and submit with a brief summary of your impressions using the equipment, ability to collect the data (from your perspective as clinician and observations of the “patient,”) and your thoughts on how this may be helpful clinically.

Unit exams

GRADING AND EVALUATION PROCEDURES:
The grading system for this course is based on a 10-point scale, 90% of the total points = A, 80% = B, etc.

The final grade will be determined by the student’s performance on the three unit exams, the oral motor-speech exam, motor speech protocol, quizzes, assignments, and the comprehensive final examination. The relative importance of these is as follows:

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<table>
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<tbody>
<tr>
<td>Quizzes</td>
<td>40 pts</td>
<td></td>
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<tr>
<td>Assignments</td>
<td>25 pts</td>
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<tr>
<td>Exam 1</td>
<td>40 pts</td>
<td>Sept 12</td>
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<tr>
<td>Oral – motor speech exam</td>
<td>20 pts</td>
<td>Oct 8</td>
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<td>Motor speech protocol</td>
<td>25 pts</td>
<td>Oct 8</td>
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<td>Exam 2</td>
<td>40 pts</td>
<td>Oct 15</td>
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<td>Exam 3</td>
<td>40 pts</td>
<td>Nov 5</td>
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<tr>
<td>Final Exam</td>
<td>40 pts</td>
<td>Dec 11</td>
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<td><strong>Total</strong></td>
<td><strong>275 pts</strong></td>
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## Course Timeline

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
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<tr>
<td>1. Aug 22</td>
<td>Intro Course, MSD</td>
<td>PPT</td>
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<tr>
<td>2. Aug 27</td>
<td>MSD Perspectives, Intro TX</td>
<td>Chap 1 Questions</td>
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<tr>
<td>3. Aug 29</td>
<td>Neuro Bases of MSD</td>
<td>Chapter 2, PPT Questions</td>
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<td>4. Sept 3</td>
<td>Neuro Bases of MSD</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>5. Sept 5</td>
<td>Assessment</td>
<td>Chapter 3, PPT Questions</td>
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<tr>
<td>6. 10</td>
<td>Assessment</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>7. 12</td>
<td><strong>EXAM 1</strong></td>
<td>Chap 1, 2, 3, 16</td>
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<tr>
<td>8. 17</td>
<td>Systems Impairment</td>
<td>PPT Questions</td>
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| **Part 2** | Disorders | |
| 9. 19 | | |
| 10. 24 | Flaccid Dysarthria | Chapter 4 | Quiz |
| 11. 26 | Spastic | Chapter 5 | |
| 12. Oct 1 | Ataxic | Chapter 6 | Quiz |
| 13. 3 | Hypokinetis | Chapter 7 | Quiz |
| 14. 8 | Hyperkineissis | Chapter 8 | O-M Sp exam, MS Protcl |
| 15. 10 | Unilateral & Mixed Diff Dx | Chapters 9 & 10 Chapter 15 | |
| 16. 15 | **EXAM 2** | Chapters 4 - 10 | |
| 17. 17 | Apraxia | Chapter 11 | Quiz |
| 18. 22 | Apraxia | | Exam 2 returned |
| 19. 24 | Management | Chapter 18 | Questions/Quiz |
| 20. 29 | Management | | |
| 21. 31 | Childhood MSD | Guest Speaker | Carol Lott, EdS |
| 22. Nov 5 | **EXAM 3** | Chapter 11 & 18 | |

| **Part 3 Tx** | Management | |
| 23. Nov 7 | RI LI VPI AI | Power points | |
| 24. 12 | Treatment | Chapter 17 | Quiz, Exam 3 returned |
| 25. 14 | ASHA | | |
| 26. 19 | Treatment Planning | Chapter 17 | |
| 27. 21 | Tx Goals, Sp-Comm Oriented tx | Case studies | |
| 28. 26 | Thanksgiving Week | | |
| 29. Dec 3 | Tx Goals, Progress | Case studies | |
| 30. Dec 5 | Last Class | | |
| 31. Dec 11 | Final Exam | | |
CHANGES:
Changes may be made in the above as needed during the semester. Students will be notified as early as possible if a change is to be made.

Reminder: Students may withdraw (although with a W on their transcript) until mid-semester (Oct 5).

POLICIES:

Attendance
Students are required to attend all classes. Class roll may be taken randomly. Only university excused absences will be accepted. Arrangement to make up missed examinations due to properly authorized excused absences (as defined by the Tiger Cub) are to be initiated by the student within one week from the end of the period of excused absence. The make-up exams will be given within two weeks from the time that the student initiates these make up arrangements. No make-ups will be offered for missed unannounced written quizzes. Late submission of assigned tasks (within 1 week of due date) will be dropped one letter grade.

Classroom Behavior
Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and will not be tolerated. The AU policy for dealing with disruptive students will be observed. Classroom behavior is outlined in the Tiger Cub; examples of improper classroom behavior include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- monopolizing discussion
- distractive talking-texting, including cell phone use. If such behavior reoccurs you are subject to losing 1 point from the next graded assignment for each occurrence. Please turn off cell phones at the beginning of class. (If extenuating circumstances occur and you need to receive a text message please inform the instructor of this possibility prior to class, if the texting is prolonged or you need to reply please excuse yourself from the classroom.)
- audio or video recording of classroom activities or the use of electronic devices including laptop computers without the permission of the instructor

www.auburn.edu/administration/governance senate/hevavior_policy_may03.html

Academic Honesty
Honesty is expected in this class at all times; violations will be reported to the Academic Honesty Committee according to the procedures outlined in the Tiger Cub.
The Auburn University Oath of Honor (2004) is the first and only honor pledge of its kind here at Auburn and stands as a document that reflects accurately and authentically the feelings of honor and duty that the community of Auburn faithful takes pride in. Moreover, it relies upon the understood values of Honesty and Truthfulness set forth by Dr. George Petrie in The Auburn Creed, thus becoming an exhortation to personal integrity and communal accountability. In signing the Oath, the hope is that students' awareness of the already existing Honor Code may become stronger, their sense of duty more real, and that they might be saved from potential Honor violations, thereby contributing to the overall betterment of Auburn.

Oath of Honor: The student honor pledge for Auburn University
"In accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved
through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation."

Students with Disabilities:
Students with disabilities who may need accommodations should first work through the Office of Accessibility. Please follow the instructions on their web site at https://fp.auburn.edu/disability/students/accommodations.asp. Instructions for classroom accommodations include the following: electronically submit approved accommodations through AU Access and to make an individual appointment with Dr. Phillips during the first week of classes – or as soon as possible if accommodations are needed immediately, come during office hours or visit/email for an appointment.. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Emergencies:
Situations signaled by the university fire alarm, weather siren, or other warning systems may occur during this class period. Instructions issued by the teacher or other university personnel should be followed and may include to “shelter,” to “evacuate,” or to “barricade” in the room (see www.auburn.edu/administration/rms/emergency.html).
When sheltering, students are to walk calmly to the nearest Severe Weather Shelter Area (green and white wall-mounted signs; location in interior hall to right, directly outside front door of class room). Students should assemble there, sitting in the hallway, so that all classmates can be accounted for.
When evacuating, class room 2218 students are to walk calmly down the hall: exit the classroom to the left and down the stairwell then out the south glass doors of Haley, turn left on the concourse and then left on the main concourse and assemble in the lawn in front of Cater Hall so that all classmates can be accounted for.
When barricading in the room, turn out lights, draw blinds, turn off computers and cell phones, barricade the door, stay away from windows, and crouch behind furniture and walls.

If normal classes are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
Suggested readings

SELECTED BIBLIOGRAPHY


3. Treatment of Dysarthria: articles from the Newsletter of ASHA Special Interest Division 2


**Practice Guidelines for Dysarthria: ANCDS**

I. Published Articles:


**Acquired Apraxia of Speech:**

I. Published Articles:


BEHAVIORALLY DEFINED OBJECTIVES FOR STUDENT KNOWLEDGE AND SKILL:

Each of the objectives below describes the student’s behavior that should be demonstrated, along with the mechanism for evaluation. The student will:

1. identify the anatomic structures and cranial nerves associated with the normal speech process and describe the physiology of each speech subsystems. Instructor will grade exam. The student must receive a grade of 80% or better to pass competency. (ASHA Standards III-B, & III-C)

2. describe the various etiologies and perceptual characteristics of motor speech disorders including the dysarthrias and apraxia of speech. Instructor will grade exam. The student must receive a grade of 80% or better to pass competency. (ASHA Standards III-C; IV-B);

3. conduct an assessment (perceptual and acoustic) for a motor speech exam. Instructor will grade oral motor, motor speech exam and project. The student must receive a grade of 80% or better to pass competency. (ASHA Standards III-D; III-E; IV-B);

4. describe different views of disability and the levels at which individuals are affected by their difficulties and be able to implement these issues when assessing individuals with dysarthria and when setting goals for treatment. Instructor will grade assignments. The student must receive a grade of 80% or better to pass competency. (ASHA Standards. III-B, 1g :);

5. develop a treatment plan and functional goals based on results of formal and informal evaluations. The student should include multicultural considerations when making decisions. Instructor will grade exam, class assignments, and project. The student must receive a grade of 70% or better to pass competency. (ASHA Standards III-B; III-C; III-D; IV-B);

6. present information on professional knowledge and skills related to various aspects of motor speech disorders assessment and management. Instructor will grade exam. The student must receive a grade of 80% or better to pass competency. (ASHA Standards III-B, III-C; III-D; III-E; III-F; IV-B);