COMD 430 - Medical Speech Pathology

Fall 2015

Section 001: 3714 HBLL on M W from 3:30 pm - 4:45 pm

Instructor/TA Info

Instructor Information

Name: Christopher Dromey  
Office Location: 133 TLRB  
Office Phone: (801) 422-6461  
Email: dromey@byu.edu

Name: Ron Channell  
Office Location: 128 TLRB  
Office Phone: 801-422-6457  
Email: rwc5@byu.edu

TA Information

Name: Sarah Ralph  
Office Location: MORC  
Email: sarahralph32@gmail.com

Course Information

Description

This course discusses several organic and neurological disorders of speech and language; generally, these are problems affecting adults and treated in medical rather than school settings. The first half of the class will discuss the etiologies (causes) of neurogenic communication disorders, and the SLP’s assessment and treatment of aphasia, right hemisphere disorders, and the cognitive-communication disorders resulting from traumatic brain injury (TBI).

The second half of the course covers the voice and its disorders, rehabilitation after laryngectomy, neurologic disorders and the motor speech disturbances that result from them, as well as swallowing disorders and an introduction to tracheostomy. By the end of the course you will understand the collaborative role of the SLP on a medical team. Emphasis will be placed on the ASHA code of ethics.

Prerequisites

The prerequisites for this course are PDBio 220 and ComD 320.
Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>READINGS FOR COMD 430 PART ONE</td>
<td>28.55</td>
<td></td>
</tr>
<tr>
<td>Required by CHANNELL, R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PACKET COMD 430 READINGS</td>
<td>44.95</td>
<td>33.75</td>
</tr>
<tr>
<td>Required by DROMEY, C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.5%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5%</td>
</tr>
<tr>
<td>B</td>
<td>82.5%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5%</td>
</tr>
<tr>
<td>C</td>
<td>72.5%</td>
</tr>
<tr>
<td>C-</td>
<td>69.5%</td>
</tr>
<tr>
<td>D+</td>
<td>66.5%</td>
</tr>
<tr>
<td>D</td>
<td>62.5%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5%</td>
</tr>
<tr>
<td>E</td>
<td>0%</td>
</tr>
</tbody>
</table>

Learning Outcomes

Preparing for Graduate Work

Demonstrate preparation for graduate coursework in organic and neurologic communication and swallowing disorders.

Role of SLP

Describe the collaborative role of the SLP on professional teams in medical settings.
Describing Disorders and Treatments

Describe the causes and characteristics of TBI, aphasia, voice disorders, motor speech disorders and swallowing disorders, and describe several treatment approaches used for those disorder areas by speech-language pathologists.

Grading Policy

This class has eight open-book reading quizzes based on the assigned materials. These quizzes are time-limited to 90 minutes each, so before taking the quiz please read the material carefully and take notes as you go, referring back to these notes and the readings once you open the quiz. Please prepare for class by reading the material in advance.

Six exercises will be due throughout the semester, about one every other week; these are posted under assignments.

Exams will consist of 40-50 multiple-choice questions. Please see the schedule for the exam dates.

You may take an exam late without penalty only when you provide PRIOR written notice of serious or contagious illness, death, or extenuating circumstance to the instructor BEFORE THE EXAM (email is okay). Otherwise, late exams will be penalized 20 points per school day late.

Extra credit is NOT possible.

In class we'll try to help as many people understand as we can, but if it still isn't clear, e-mail, call, or drop by. We'd much rather answer questions before an exam than after it.

Classroom Procedures

Please respect your fellow students and the professor by refraining from chatting through the lecture or texting, updating your Facebook account, etc. These behaviors are distracting, and you may be invited to leave if you have difficulty following these guidelines.

Assignments

Assignment Description

Quiz 1: Etiologies

Due: Wednesday, Sep 09 at 12:00 am

Questions are based on the chapter "Acute Etiologies of Neurogenic Communication Disorders" pages 1-20.

Young Athletes and Concussion

Due: Monday, Sep 14 at 11:59 pm

As an SLP, you've been asked to talk to a group of high school coaches about concussion: incidence, long-term consequences, their school's liability, and --
most importantly-- principles of "sideline" diagnosis and management (that is, what to do while the game is in progress). Write out your talk and upload it.

**Quiz 2: Aphasia**

Due: Wednesday, Sep 16 at 12:00 am

Based on "The Aphasias" chapter in our readings packet, pages 23-52. You must complete the quiz within 90 minutes from starting it.

**Exam 1**

Due: Thursday, Sep 24 at 11:59 pm

**Quiz 3: Right Hemisphere Disorders**

Due: Wednesday, Sep 30 at 12:00 am

These questions are about the "Right Hemisphere Disorders" chapter in our readings, pages 57-81. The quiz must be completed within 90 minutes of starting.

**Depression after Stroke**

Due: Monday, Oct 05 at 11:59 pm

A lady in your home ward had a stroke about 10 months ago, has made some progress with therapy and has had limited spontaneous recovery, but now is very depressed and seems to have pretty much lost the will to live. Search out this complication on the web, and write roughly 250 words about this complication, including what we know about how common or widespread it is, how the medical team might treat it, and what the outlook is for this sister.

**Quiz 4: Traumatic Brain Injury**

Due: Wednesday, Oct 07 at 12:00 am

This quiz covers material in the "Traumatic Brain Injury" chapter of our Readings for ComD 430 Part One, pages 83-107. The quiz must be completed within 90 minutes of starting.

**Alzheimer's vs. Right Hemisphere Disorders**

Due: Monday, Oct 12 at 11:59 pm

You work at a skilled nursing facility and you've been asked to write a two page piece for the newsletter explaining (a) how the communication abilities following a right hemisphere stroke are similar to and different from the communication abilities of a patient with Alzheimer's, and (b) how the staff could best tailor their communicative interactions to help people who have had a right hemisphere stroke.

**Exam 2**
Due: Thursday, Oct 15 at 11:59 pm

Quiz 5 Pathologies of the Laryngeal Mechanism (Stemple chapter)

Due: Wednesday, Oct 21 at 11:59 pm

This is an open-book quiz. Please read the assigned material carefully first, then you can come back to review it when you start to answer the quiz questions. The time limit is 90 minutes.

Quiz 6 Alaryngeal Communication

Due: Wednesday, Oct 28 at 11:59 pm

This is an open-book quiz. Please read the assigned material carefully first, then you can come back to review it when you start to answer the quiz questions. The time limit is 90 minutes.

Neurologic Disorders

Due: Monday, Nov 09 at 11:59 pm

Go to the websites for associations or foundations that provide information for patients and families relating to the following disorders:
- ALS / motor neuron disease
- Parkinson’s disease
- Multiple sclerosis

Write 200 words about each condition. Since we will be covering speech characteristics in class, please write about non-speech symptoms, including issues affecting quality of life and relationships with others. What treatment options are available for each condition?

Please use your own words, rather than copying and pasting from a website, and also list your sources.

Upload your written assignment for grading.

Exam 3

Due: Wednesday, Nov 11 at 11:59 pm

Quiz 7 Neuromotor Speech Disorders

Due: Monday, Nov 23 at 11:59 pm

This is an open-book quiz. Please read the assigned material carefully first, then you can come back to review it when you start to answer the quiz questions. The time limit is 90 minutes.
Swallowing

Due: Wednesday, Dec 02 at 11:59 pm

Go to YouTube and find 5 videos about swallowing and its disorders. Save the URL for each in your report. Write 50 words summarizing each video, and then select your favorite of the 5. Write a 200 word summary explaining why this one was the best.
When you list the URL for a video, please also include the video's title.
Upload your written assignment for grading.

Quiz 8 Dysphagia Assessment and Management

Due: Wednesday, Dec 02 at 11:59 pm

This is an open-book quiz. Please read the assigned material carefully first, then you can come back to review it when you start to answer the quiz questions. The time limit is 90 minutes.

Exam 4

Due: Monday, Dec 07 at 11:59 pm

Medical SLP Jobs

Due: Wednesday, Dec 09 at 11:59 pm

Search for medical SLP jobs on the web. List 5 openings in different parts of the country. What are the qualifications for each? Are any CFY positions, or do they already require CCC? What type of facility is the workplace? How are the job responsibilities described? You don’t need to contact the employer by phone or email. Write 75 words about each position that you find.
Upload your written assignment for grading.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures</th>
<th>Readings and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Aug 31</td>
<td>Introduction and overview, by Drs. Dromey and Channell</td>
<td></td>
</tr>
<tr>
<td>W Sep 02</td>
<td>Etiologies: foundations, causes, and consequences</td>
<td></td>
</tr>
<tr>
<td>M Sep 07</td>
<td><strong>Labor Day Holiday</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>W Sep 09</td>
<td>Wednesday</td>
<td>Etiologies</td>
</tr>
<tr>
<td>M Sep 14</td>
<td>Monday</td>
<td>Aphasia</td>
</tr>
<tr>
<td>W Sep 16</td>
<td>Wednesday</td>
<td>Aphasia, cont'd</td>
</tr>
<tr>
<td>M Sep 21</td>
<td>Monday</td>
<td>Aphasia treatment</td>
</tr>
<tr>
<td>W Sep 23</td>
<td>Wednesday</td>
<td>Aphasia treatment and life re-participation</td>
</tr>
<tr>
<td>Th Sep 24</td>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>M Sep 28</td>
<td>Monday</td>
<td>Right hemisphere disorders</td>
</tr>
<tr>
<td>W Sep 30</td>
<td>Wednesday</td>
<td>Right hemisphere disorders</td>
</tr>
<tr>
<td>M Oct 05</td>
<td>Monday</td>
<td>Traumatic brain injury (TBI)</td>
</tr>
<tr>
<td>W Oct 07</td>
<td>Wednesday</td>
<td>TBI cont'd</td>
</tr>
<tr>
<td>F Oct 09</td>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>M Oct 12</td>
<td>Monday</td>
<td>TBI cont'd</td>
</tr>
<tr>
<td>W Oct 14</td>
<td>Wednesday</td>
<td>Summary or catch-up</td>
</tr>
<tr>
<td>Th Oct 15</td>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>M Oct 19</td>
<td>Monday</td>
<td>Structural and neurogenic voice problems</td>
</tr>
<tr>
<td>W Oct 21</td>
<td>Wednesday</td>
<td>Structural and neurogenic voice problems</td>
</tr>
<tr>
<td>M Oct 26</td>
<td>Monday</td>
<td>Alaryngeal speech</td>
</tr>
<tr>
<td>Date</td>
<td>Course Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>W Oct 28</td>
<td>Alaryngeal speech</td>
<td>Reading Quiz 6 (Case alaryngeal speech) closes tonight</td>
</tr>
<tr>
<td>M Nov 02</td>
<td>Neurologic disorders</td>
<td>Duffy article</td>
</tr>
<tr>
<td>W Nov 04</td>
<td>Neurologic disorders</td>
<td>Duffy article</td>
</tr>
<tr>
<td>M Nov 09</td>
<td>Neurologic disorders</td>
<td>Duffy article</td>
</tr>
<tr>
<td>W Nov 11</td>
<td>Review for midterm exam</td>
<td>Exam 3 at Testing Center Wed 11/11 through Fri 11/13</td>
</tr>
<tr>
<td>W Nov 18</td>
<td>Neuromotor speech disorders</td>
<td>Ferrand neuromotor speech disorders</td>
</tr>
<tr>
<td>M Nov 23</td>
<td>Neuromotor speech disorders</td>
<td>Ferrand neuromotor speech disorders</td>
</tr>
<tr>
<td>T Nov 24</td>
<td>Friday Instruction</td>
<td></td>
</tr>
<tr>
<td>W Nov 25</td>
<td>No Classes</td>
<td>No class</td>
</tr>
<tr>
<td>M Nov 30</td>
<td>Swallowing</td>
<td>Logemann Ch 9</td>
</tr>
<tr>
<td>W Dec 02</td>
<td>Swallowing</td>
<td>Reading Quiz 8 (Logemann swallowing) closes tonight</td>
</tr>
<tr>
<td>M Dec 07</td>
<td>Tracheostomy</td>
<td></td>
</tr>
<tr>
<td>W Dec 09</td>
<td>Tracheostomy</td>
<td></td>
</tr>
<tr>
<td>M Dec 14</td>
<td>final exam in the testing center</td>
<td></td>
</tr>
</tbody>
</table>
University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report-concern or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at http://titleix.byu.edu.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess
students for learning, attention, and emotional concerns. Services are
coordinated with the student and instructor by the UAC. If you need assistance
or if you feel you have been unlawfully discriminated against on the basis of
disability, you may seek resolution through established grievance policy and
procedures by contacting the Equal Employment Office at 422-5895, D-285
ASB.

**Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come
to the university not only to improve their minds, gain knowledge, and develop
skills that will assist them in their life's work, but also to build character.
"President David O. McKay taught that character is the highest aim of
education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU
Academic Honesty Policy to assist in fulfilling that aim. BYU students should
seek to be totally honest in their dealings with others. They should complete
their own work and be evaluated based upon that work. They should avoid
academic dishonesty and misconduct in all its forms, including but not limited to
plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes,
PowerPoint presentations, lectures, audio and video recordings, etc.) are
proprietary. Students are prohibited from posting or selling any such course
materials without the express written permission of the professor teaching this
course. To do so is a violation of the Brigham Young University Honor Code.

**Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely
recognized principles of academic integrity as well as the Honor Code. Such
plagiarism may subject the student to appropriate disciplinary action
administered through the university Honor Code Office, in addition to academic
sanctions that may be applied by an instructor. Inadvertent plagiarism, which
may not be a violation of the Honor Code, is nevertheless a form of intellectual
carelessness that is unacceptable in the academic community. Plagiarism of
any kind is completely contrary to the established practices of higher education
where all members of the university are expected to acknowledge the original
intellectual work of others that is included in their own work. In some cases,
plagiarism may also involve violations of copyright law. Intentional Plagiarism-
Intentional plagiarism is the deliberate act of representing the words, ideas, or
data of another as one's own without providing proper attribution to the author
through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent
plagiarism involves the inappropriate, but non-deliberate, use of another's
words, ideas, or data without proper attribution. Inadvertent plagiarism usually
results from an ignorant failure to follow established rules for documenting
sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010