

COMD 430 - Medical Speech Pathology

Fall 2012

Section 001: 1104 JKB on M W from 3:30 pm - 4:45 pm

Instructor

Name: Ron Channell

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Office Hours: M,W 1:30 pm to 2:30 pm

T,Th 3:00 pm to 4:00 pm

Or By Appointment

Other times: or when door is open.

Instructor

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Office Hours: T 1:30 pm to 3:30 pm

Or By Appointment

Teaching Assistant

Name: Lauren Nordstrom

Office Phone:

Office Location:

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Office Hours: Only By Appointment

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 (a) cognitive-communication disorders resulting from traumatic brain injury (TBI), (b) fluency disorders such as stuttering, and (c) aphasia and related problems caused by stroke. After successfully completing the first half of the course, you'll be able to describe the causes and characteristics of TBI, fluency disorders, and aphasia, and to describe several treatment approaches used for those areas by speech-language pathologists. You will also earn two ASHA observation hours (if you remember to have Dr. Channell sign your form).

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.

Material

Item	Vendor	Price (new)	Price (used)
Stuttering Text can be downloaded at: Required http://www.stutteringhelp.org/stuttering-straight-talk-teachers		\$0.00	\$0.00
PACKET COMD 430 READINGS Required by C, DROMEY, ISBN: 9780700372102	BYU Bookstore	\$52.50	\$39.40

Prerequisites

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

Learning Outcomes

Preparing for Graduate Work

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

Role of the 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, fluency disorders, cerebral palsy, aphasia, voice disorders, motor speech disorders and swallowing disorders, and describe several treatment approaches used for those disorder areas by speech-language pathologists.

Grading Scale

Grade	Percent
A	95% to 100%
A-	90% to 94%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%

C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
E	0% to 59%

Assignments, Quizzes, and Exams

The booklet *Stuttering: Straight talk for teachers 3rd Ed*, by Scott, L. & Guitar, C. (2012) can be downloaded at no cost from the SFA website, <http://www.stutteringhelp.org/>

Several exercises will be due throughout the semester, about one per week; these are posted under assignments.

For the first half of the class, study questions covering the lecture and text material are posted under Assignments: these questions are the basis for the multiple choice questions on the exams. 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.

The second half of the semester has four open-book reading quizzes based on the assigned materials. Please prepare for class by reading the material in advance.

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.

Point Breakdown

Assignment	Points
Testing Center Exam 1	100
Testing Center Exam 2	100
Testing Center Exam 3	100
Testing Center Exam 4	100
Written Assignments (12)	120
Reading Quizzes (4)	40

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.

Schedule

Date	Topics	Reading	Projects and Tests
M - Aug 27	Introduction and overview, by Drs. Dromey and Channell		
W - Aug 29	Traumatic Brain Injury (TBI)		
M - Sep 03	Labor Day Holiday	No class	
W - Sep 05	TBI		Young Adult TBI
M - Sep 10	TBI assessment		
W - Sep 12	Cognitive-communication impairment (CC-I) in TBI	Hux & Manasse chapter	TBI iPad apps
M - Sep 17	Cognitive-communication		

Date	Topics	Reading	Projects and Tests
	impairment (CC-I) in TBI		
W - Sep 19	C-CI treatment and life re-participation		Exam 1 in testing center Sept. 20, 21, & 22 Help with Stuttering
M - Sep 24	Fluency Disorders	Scott & Guitar booklet/pdf	
W - Sep 26	Stuttering treatment options		Stroke resources
M - Oct 01	Stroke	Fogle chapter	
W - Oct 03	Aphasia types and assessment		Depression after Stroke
M - Oct 08	Aphasia treatment		
W - Oct 10	Summary or catch-up		Exam 2 in testing center Oct. 11, 12, & 13 Aphasia and Brain Videos
M - Oct 15	Structural and neurogenic voice problems	Stemple Ch 4	
W - Oct 17	Structural and neurogenic voice problems	Stemple Ch 4	Reading Quiz 1
M - Oct 22	Alaryngeal speech	Case Ch 7	Voice Disorders
W - Oct 24	Alaryngeal speech	Case Ch 7	Reading Quiz 2
F - Oct 26			
M - Oct 29	Neurologic disorders	Duffy article	Alaryngeal Speech

Date	Topics	Reading	Projects and Tests
W - Oct 31	Neurologic disorders	Duffy article	
M - Nov 05	Neurologic disorders	Duffy article	Neurologic Disorders
W - Nov 07	Neuromotor speech disorders		
M - Nov 12	Neuromotor speech disorders		
W - Nov 14	No class - instructor away at ASHA		Exam at Testing Center 11/14 through 11/17
M - Nov 19	Neuromotor speech disorders		Reading Quiz 3 Neuromotor Speech Disorders
W - Nov 21	Thanksgiving Break No Classes	No class	
M - Nov 26	Swallowing	Logemann Ch 9	Reading Quiz 4
W - Nov 28	Swallowing	Logemann Ch 9	Swallowing
M - Dec 03	Tracheostomy		
W - Dec 05	Tracheostomy		Medical SLP Jobs
F - Dec 07	Reading Day - Please take the final exam during finals week Exam Preparation Day		Final exam at the Testing Center
M - Dec 10			
W - Dec 12			

Assignment Descriptions

Young Adult TBI

Due: Wednesday, Sep 05 at 11:59 pm

A young lady in your student ward whom you home- or visit-teach was involved in a serious car accident and received a severe TBI. Her parents live in Utah and were sacrificing quite a bit just to help her through school. You're meeting with them this weekend. Get on the web and find out which resources --aside from the church, as they are already working with their bishop-- that they might be able to use. Describe what you can find in about one page (Using a "list" or "bulleted" form is just fine.) Please help; they're really hurting and are getting discouraged.

TBI iPad apps

Due: Wednesday, Sep 12 at 11:59 pm

You're helping out with therapy for a person with a TBI who has pretty good expressive grammar and articulation (so they don't need augmentative/alternative communication apps), but he has challenges in cognition and semantics. A kind person has bought them an iPad and given them a \$50 Apple iTunes gift card for "apps". In one to two written pages, list and justify how you would help them spend the \$50.

Help with Stuttering

Due: Wednesday, Sep 19 at 11:59 pm

A parent of a teenager approaches you after church one day and says: "My son has a pretty severe problem with stuttering and is quite upset because of it. He says he feels like a freak and that no one else in the whole school stutters as bad as he does."

Your assignment is to find three videos and three pamphlets or short books that might be useful to this family. For each, explain in about 40-50 words what this resource video or pamphlet covers and why this resource might be of use or interest to the young man or his parents.

Useful web sites dealing with Stuttering:

Stuttering Foundation of America: <http://www.stutteringhelp.org/>

National Stuttering Association: <http://www.nsastutter.org/>

Dr. Judy Kuster's web resources: <http://www.mnsu.edu/comdis/kuster/stutter.html>

Stroke resources

Due: Wednesday, Sep 26 at 11:59 pm

A relative who lives across the country from you has had a stroke. Find 6 useful web sites to recommend to them so they can get some of their questions answered, and

along with the URL for each, give a 40-50 word description about what information can be found there.

Depression after Stroke

Due: Wednesday, Oct 03 at 11:59 pm

A man in your home ward had a stroke about 6 months ago, has made some progress with therapy and spontaneous recovery, but now is very depressed and has almost 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 unfortunate brother during his remaining years in mortality.

Aphasia and Brain Videos

Due: Wednesday, Oct 10 at 11:59 pm

Find 5 good videos about aphasia or the brain on YouTube or Vimeo (other than the ones we've already viewed in class), and along with the URL, write approximately 100 words on each, explaining what's in the clip and why it's one that might well be added to the class for next year.

Voice Disorders

Due: Monday, Oct 22 at 11:59 pm

Go to NCVS.org – watch 3 videos on the voice and write 200 words about each. What did you learn? What could have been clearer or more helpful? Were there any surprises?

Alaryngeal Speech

Due: Monday, Oct 29 at 11:59 pm

Find 5 support groups in different places for people who have had a laryngectomy; write a 100 word summary of each, including the types of services offered, activities, tips for patients, etc.

Neurologic Disorders

Due: Monday, Nov 05 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?

Neuromotor Speech Disorders

Due: Monday, Nov 19 at 11:59 pm

Find 5 iPad apps or computer programs that could be helpful for a person who has minimal speech and needs an augmentative communication system. Go to the vendor's website to learn about the product and read customer reviews (e.g. at the iTunes store or elsewhere). Write 100 words to summarize the features and benefits of each of the 5 products you review.

Swallowing

Due: Wednesday, Nov 28 at 11:59 pm

Go to YouTube and find 10 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 3 of the 10. Write a 200 word summary explaining why these 3 were the best.

Medical SLP Jobs

Due: Wednesday, Dec 05 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.

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 my own 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 Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

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.

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