

COMD 675 - Motor Speech Disorders

Winter 2018

Section 001: 125 TLRB on M W from 1:30 pm - 2:45 pm

Instructor/TA Info

Instructor Information

Name: Christopher Dromey

Office Phone: (801) 422-6461

Office Location: 133 TLRB

Email: dromey@byu.edu

Course Information

Remediation

If your performance on any assessment is below the B- range, you will need to remediate that assessment in order to meet the learning objectives for the class. Thus, if your exam score is lower than a B-, you will need to complete a different version of the test. If the term paper is unsatisfactory, you will need to re-write it. Consistently low performance may result in the need to re-take the class a year later. Any remediations will be specified in writing, along with a timeframe for completing the remediation. My goal is to help you master the knowledge and skills covered in this class, so please do not hesitate to ask for help at any time.

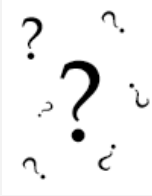
Description

We will initially discuss a few theoretical aspects of speech motor control in order to put our subsequent discussion of the disorders into a logical framework. We will briefly review relevant details of the central and peripheral nervous system, and discuss how speech movements are controlled by the brain. You will learn about specific motor speech disorders, how they can be

clinically assessed, and what can be done to treat them. Emphasis will be placed on adherence to the ASHA Code of Ethics.

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Materials

	Item	Price (new)	Price (used)
	MNGMNT MOTOR SPEECH DIS CHILDREN & ADULTS 3E W/ CD ONLY <i>Required</i> by YORKSTON, K	110.65	83.00

Learning Suite

On Learning Suite you can access the lecture slides and download them in preparation for the class.

There are several PDF assigned readings to download.

Your term paper should be submitted electronically via Learning Suite.

You will also need to complete the reading log online.

Participation Policy

Please be on time for class. There is no good reason to consistently arrive late for a 1:30 pm class. At the graduate level we learn a great deal from our discussions, so I expect you to be an active participant, sharing your insights and questions with others.

Journal Article Summaries

During the semester, read 3 articles from recent (within about the last 10 years) journals that relate to motor speech disorders. Write a one page (single spaced) summary of each article, including the methods used, the clinical implications, and what you think the next logical step would be to follow up on this work.

Suitable journals include the Journal of Speech, Language and Hearing Research, the Journal of Medical Speech-Language Pathology, the Journal of

the Acoustical Society of America or others that relate to neurology. Due dates for journal summaries are noted on the schedule.

Term Paper

This should be 10-12 typed, double spaced pages with a minimum of 10 references from refereed journals or neurology texts, cited to support your comments. You may additionally include a maximum of two Internet references, if they provide information that is relevant to your topic, and which is not addressed in the academic publications. The topic must be related to some aspect of disordered speech motor control, and must be approved by the instructor. It will be due at the start of class on the date indicated in the schedule. Please upload it to Learning Suite.

Please note that all papers will be processed via TurnItIn, which is a database system designed to check writing for originality. If you copy and paste material from other sources, it will look like plagiarism, so I urge you to write everything in your own words, and to fully cite any material from others to give proper attribution to the source. This is an essential part of professional writing, so please do not cut corners by representing the work of others as your own. Please note that Wikipedia is not a suitable reference source for academic writing at the graduate level.

Examinations

The exam format will be mostly short answer, with some short essay responses. These are closed-book, closed-notes exams.

The final exam will be conceptually cumulative, but will focus more on the material presented after the midterm exam.

These exams will be sent to you as Word documents. You will need to type in your responses, print out the exam, and return it to me.

Grading Scale

Grades	Percent
A	94.5%
A-	91.5%
B+	88.5%

B	85.5%
B-	82.5%
C+	79.5%
C	76.5%
C-	73.5%
D+	69.5%
D	64.5%
D-	59.5%
E	0%

Assignments

Assignment Description

Journal article summary 1

Due: Monday, Jan 29 at 11:59 pm

During the semester, read 3 articles from recent (within about the last 10 years) journals that relate to motor speech disorders. Write a one page (single spaced) summary of each article, including the methods used, the clinical implications, and what you think the next logical step would be to follow up on this work.

Suitable journals include the Journal of Speech, Language and Hearing Research, the Journal

of Medical Speech-Language Pathology, the Journal of the Acoustical Society of America or others that relate to neurology. Due dates for journal summaries are noted on the schedule.

Journal article summary 2

Due: Wednesday, Feb 14 at 11:59 pm

Midterm Exam

Due: Wednesday, Feb 28 at 11:59 pm

The exam format will be mostly short answer, with some short essay responses. The final exam will be conceptually cumulative, but will focus more on the material presented after the midterm exam.

Journal article summary 3

Due: Monday, Mar 19 at 11:59 pm

Term paper

Due: Monday, Apr 02 at 11:59 pm

This should be 10-12 typed, double spaced pages with a minimum of 10 references from refereed journals or neurology texts, cited to support your comments. You may additionally include a maximum of two Internet references, if they provide information that is relevant to your topic, and which is not addressed in the academic publications. The topic must be related to some aspect of neurology or disordered speech motor control, and must be approved by the instructor. Please submit it via Learning Suite.

Reading Log

Due: Wednesday, Apr 18 at 11:59 pm

Use this log to indicate your completion of the reading each week during the semester. Please be sure that you have watched each of the video segments on the DVD that accompanies the text before you indicate that you have completed the assigned reading.

Final Exam

Due: Monday, Apr 23 at 11:59 pm

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

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.

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.

Schedule

Date	Lectures	Readings	Assessments
M Jan 08 Monday	introduction and overview	Ch 1	
W Jan 10 Wednesday	neural control and pathology	PDF1 Strand	
M Jan 15 Monday	Martin Luther King Jr Day No class - holiday		
W Jan 17 Wednesday	neural control and pathology		
M Jan 22 Monday	neural control and pathology		
W Jan 24 Wednesday	neuroimaging		
M Jan 29 Monday	clinical assessment	PDF 2 Duffy Ch 2	Journal article summary 1
W Jan 31 Wednesday	clinical assessment	Ch 2	
M Feb 05 Monday	differential diagnosis	Ch 2	
W Feb 07 Wednesday	differential diagnosis	Ch 3	
M Feb 12 Monday	flaccid dysarthria spastic dysarthria	Ch 3	
W Feb 14 Wednesday	ataxic dysarthria hypokinetic dysarthria	Ch 13	Journal article summary 2

M Feb 19 Monday	Presidents Day			
T Feb 20 Tuesday	Monday Instruction	PDF 3 Ruscello		
	mixed dysarthrias	Ch 13		
	hyperkinetic dysarthria	Ch 13		
	unilateral upper motor neuron dysarthria	Ch 13		
W Feb 21 Wednesday	no class today - instructor away			
M Feb 26 Monday	apraxia of speech	PDF 4 Lof survey		
W Feb 28 Wednesday	review for exam	Ch 4		Midterm Exam
M Mar 05 Monday	treatment planning	Ch 5		
W Mar 07 Wednesday	treatment planning			
M Mar 12 Monday	treating respiration	Ch 6		
W Mar 14 Wednesday	treating phonation	Ch 7		
M Mar 19 Monday	treating velopharyngeal impairment	Ch 7		Journal article summary 3

W Mar 21 Wednesday	treating velopharyngeal impairment	Ch 8	
M Mar 26 Monday	treating speech rate	Ch 9	
W Mar 28 Wednesday	treating articulation and prosody	Ch 9	
M Apr 02 Monday	treating articulation and prosody	Ch 12	submit term paper via Learning Suite by 11:59 pm
			Term paper
W Apr 04 Wednesday	treating apraxia of speech	Ch 12	
M Apr 09 Monday	developmental motor speech disorders	PDF 5 Gildersleeve	
W Apr 11 Wednesday	developmental motor speech disorders		
M Apr 16 Monday	childhood dysarthria	Ch 11	
W Apr 18 Wednesday	overcoming participation restrictions	Ch 10	
M Apr 23 Monday			Final Exam
W Apr 25 Wednesday			

