

## **COMD 6130 Neural Bases of Communication and Motor Speech Disorders**

### **Contact Information:**

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**OFFICE HOURS:** Dr. Borrie: M 1:30-3pm or by appointment. Milman: T, Th 3-4pm or by appointment.

### **COURSE DESCRIPTION & GOALS**

This course provides an introduction to neurogenic communication disorders. The first part of the course focuses on basic neuroanatomy as it applies to human communication disorders across the lifespan (Dr. Milman). The second part of the course applies this knowledge to theoretical foundations, assessment, and treatment of adult motor speech disorders (Dr. Borrie). Successful completion of this course will prepare students for clinical practicums with adults and motor speech disorders in a variety of medical, residential, and outpatient settings.

### **OBJECTIVES AND ASSESSMENT TOOLS:**

**Objective 1:** Gain factual knowledge (terminology, classifications, methods, trends) related to the cognitive neuroscience, assessment, & treatment of adult communication disorders.

- ASHA Professional Standards: IV-A, IV-B, IV-C, IV-D

**Objective 2:** Learn fundamental principles, generalizations, and theories related to the cognitive neuroscience, assessment, & treatment of adult speech disorders.

- ASHA Professional Standards: IV-A, IV-B, IV-C, IV-D

**Objective 3:** Develop critical thinking skills and professional competencies that are necessary to evaluate and treat specific motor speech disorders.

- ASHA Professional Standards: IV-E, IV-G, IV-F, V-A

## **Description of ASHA standards**

IV-A: The student will **acquire knowledge related to biology (neuroanatomy, cognitive neuroscience) and social/behavioral sciences (psychology).**

IV-B: The student will **acquire knowledge related to basic human communication.**

### **IV-C: Speech, Language, Hearing, Communication, & Swallowing Disorders**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: **phonology, articulation disorders** (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: **fluency disorders** (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: **voice and resonance disorders** (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.).

### **IV-D: Prevention, Assessment, & Intervention**

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding **articulation.**
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding **fluency.**
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding **voice and resonance.**

IV-E - **Professional Issues:** The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of **ethical conduct.**

IV-G - Professional Issues: The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: **contemporary professional issues and advocacy.**

IV-F – Research: The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in **research and integration of research principles into evidence-based clinical practice.**

V-A - **Oral and Written Communication:** The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

## Assessment Tools

To accomplish these goals, you will study assigned readings, attend lectures, make judgements about clinical cases, participate in discussions, and complete assignments and examinations.

**\*\*\*In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. See COMD-DE website for policy on remediation.**

## COURSE RESOURCES:

### Course Technology Requirements

Canvas is the where course content, grades, and communication will reside for this course.

- <http://online.usu.edu>
  - Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas](#), [Passwords](#), or any other computer-related technical support contact the [IT Service Desk](#).
  - 435 797-4357 (797-HELP)
  - 877 878-8325
  - <http://it.usu.edu>
  - [servicedesk@usu.edu](mailto:servicedesk@usu.edu)

## **Textbooks**

Bhatnagar, S.C. (2008). *Neuroscience for the study of Communicative Disorders* (4<sup>th</sup> Ed.). Philadelphia: Wolters, Kluwer, Lippincott, Williams, & Wilkins.

Duffy, J. R. (2012). *Motor Speech Disorders; Substrates, Differential Diagnosis, and Management* (3rd ed.). Elsevier Mosby, St. Louis, MO.

You can purchase these books at the [USU bookstore](#) or online. Make sure you get the correct edition!

Additional readings will be posted on canvas.

## **COURSE ACTIVITIES:**

### **Part I: Neuroanatomy 1 Unit**

**Participation in class discussions (5% of total grade for AUD & SLP students):** In this course you will have the opportunity to develop professional communication skills by participating in face-to-face, telecommunication, and online discussions related to neurogenic communication disorders. In order to earn credit you must participate in both classroom and online discussions. Best practice guidelines for telecommunication and online discussions will be provided during the first two weeks of this course.

**Weekly Quizzes (80% of grade for AUD students; 20% for SLP students):** There will be five online quizzes (each worth 16% of your grade for AUD student; 5% of your grade for SLP students) that will be posted on the Thursday after each lecture for the first month of this course. The goal of the quiz is to help guide your review of content covered in lectures and readings. Quizzes will consist of multiple choice and short answer questions. For the first four quizzes you will have five days (until midnight on Monday) to complete the quiz. You can take the quiz up to three times (only the final score will count towards your grade). The last quiz will be identical in format except that it will be cumulative and cover material from the previous four weeks; and 2) you will be able to take the test only one time (vs. three times for previous quizzes).

**Assignment 1: Group Presentation (15% of grade for AUD students; 10% for SLP students):** You will select a common neurological disorder that is of interest to you and develop a 20 minute class presentation on this topic. Your presentation should cover: demographics, neuropathology, behavioral manifestations, treatment options & prognostics, as well as a summary of available resources. Presentations should be 15 minutes in length and should include approximately 10-20 power point slides. A list of suggested topics, scoring criteria, and timeline are presented on page 8 of this syllabus. To request a topic, please send an email to me on the canvas site with your first, second,

and third choice. Topics will be assigned (4 people/topic) on a first-come-first serve basis.

**Part II: Motor Speech Disorders 3 Units**

**MDS Test 1 (15%, 1 hour):** This test will cover *content completed in weeks six to eight* only.

**MSD Test 2 (15%, 1 hour):** This semi-open-book test will involve the completion of a perceptual analysis and assessment outline in response to a specific case.

**Final Examination (25%, 2 hours).** This examination will cover content relating to the assessment, diagnosis and treatment of motor speech disorders. It will be cumulative and include *all* content covered in the motor speech section of this course (weeks 6-14). The final exam will emphasize critical thinking, synthesis of information, and clinical application. It will be held during the exam block.

**Summary of Course Activities & Grading:**

Activity	Aud Students (1 unit)	SLP Students (4 units)
Group discussions	5	5
Group Presentation	15	10
Weekly Quizzes	80	20
MSD Test 1		20
MSD Test 2		20
MSD Final Exam		25
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

**COURSE GRADING:**

Grading is consistent with the official Utah State University grading system.

The following university approved grading scale will be used:

A	93-100	B	83-86	C	73-76	F	< 60
A-	90-92	B-	80-82	C-	70-72		
B+	87-89	C+	77-79	D	60-69		

# COURSE POLICIES:

## Withdrawal Policy and “I” Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
- A death in the immediate family,
- Financial responsibilities requiring a student to alter a work schedule to secure employment,
- Change in work schedule as required by an employer,
- Other emergencies deemed appropriate by the instructor.  
(<http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf>)

## Communication

All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by and email, cell phone for text messages, or other social networking services of your choice.

- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

## Student Feedback/Communication

I welcome all feedback on the course. My preferred method of communication with individual students is via email. I will respond to email **within two week days** (Monday – Friday). If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity.

## Course Etiquette

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Attendance and professionalism are expected. Scholarly discourse is the basis for this course, thus it is important that you are prepared and participate in class in a professional manner. Lack of professionalism (see professionalism rubric for standards), repeated absences, and/or tardiness will affect your grade.

## Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

## **Submitting Electronic Files**

All electronic files must be submitted in word(.doc, .docx) or rich text file (.rtf) format, unless otherwise stated. Please name your file in the using the following convention: *Assignmentname\_Yourname.doc*. Files in formats other than doc, docx, rtf and/or without the proper naming convention (or at least a reasonable attempt) will be returned to the student and additional handling charges (lost points) may apply.

## **Course Fees**

There are no course fees associated with this course.

## **Late Work**

Failure to complete assignment **on time** will result in lowering of your grade one level per day or portion thereof. Exceptions to this rule must be discussed with me no less than one week prior to the due date. Exceptions due to time constraints/requirements for another class will not be accepted as a legitimate exception.

## **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

## **Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.