



'22 SPA 6233 Syllabus

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Course Description

This purpose of this graduate level course is to provide a detailed study of acquired and progressive disorders of the motor speech system.

The content of this course is designed to help you meet the following clinical certification standards:

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation, fluency, voice & resonance systems

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: Knowledge of standards of ethical conduct.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B: Completion of supervised clinical simulations to build skills in motor speech-related assessment, prevention, and intervention activities.

🎯 Course Objectives

Anatomical basis: Describe the neurologic and anatomical correlates of motor speech disorders pertaining to changes in voice, resonance, articulation, and/or fluency.

Physiological basis: Describe the effects on physiological components by neurologic injury or disease that result in motor speech disorders pertaining to changes in voice, resonance, articulation, and/or fluency

Psychological basis: Describe the psychological effects of neurologic injury or disease that result in motor speech disorders

Linguistic basis: Describe the linguistic aspects of motor speech disorders and how communication be affected by the changes

Genetic basis: Describe the current findings about which neurologic disease have a genetic basis

Developmental/Lifespan:

- Describe how speech and communication behaviors change over the lifespan in individuals with developmental and acquired motor speech disorder
- Describe how developmental and acquired motor speech disorders affect an individual's ability to participate in daily activities throughout the lifespan

Prevention: Describe the aspects of motor speech disorders (voice, articulation, resonance, fluency), neurological injury and disease that may be amenable to prevention

Assessment:

- Discuss specific clinical procedures that are used to assess motor speech disorder
- Discuss criteria for diagnosing developmental or acquired motor speech disorder
- Discuss specific clinical procedures that are used to assess communicative functioning in individuals with developmental or acquired motor speech disorders

Treatment:

- List and describe common goals used in treatment plans for individuals who present with developmental and acquired motor speech disorders
- Discuss the efficacy of common treatments used in conjunction with motor speech disorders
- Describe the specific ways to assess treatment outcomes for individuals who present with developmental and acquired motor speech disorders
- Describe the limitations of contemporary treatments for motor speech disorders

- Discuss criteria for determining when to refer a patient to other professionals for additional services related to their assessment and treatment

Skills Objectives and/or Goals

- Administer and interpret at least one screening instrument used to identify motor speech disorders
- Administer a comprehensive motor speech assessment and then analyze and interpret the results
- Make reliable judgments about the presence or absence of a motor speech disorder
- Identify common types of motor speech disorders with assistance from instructor
- Interpret clinical data for the purpose of diagnosing developmental and acquired motor speech disorders
- Use clinical data to write an assessment report that will be reimbursable
- Use assessment data from a motor speech evaluation to develop intervention plans that contain measurable and achievable goals
- Demonstrate the ability to use common clinical training skills to increase speech intelligibility and the individual's communicative effectiveness
- Explain the difference between a measure used in treatment and measure of treatment outcome
- Identify useful treatment outcome measures
- Respond to common questions that clients or parents ask about developmental and acquired speech disorders



Course resources & assignments

Text book: Duffy JR. Motor Speech Disorders: Substrates, Differential Diagnosis, and Management, 4th Edition**. Elsevier Mosby, 2020.

***Note - the 3rd edition is also acceptable.*

Assignments:

Neurologic disease blitz - You will be placed into groups and assigned a specific neurologic disease to cover. Individually, you will turn in a paper related to your assigned disease, and as a group you will give a short 8 - 10 minute presentation to the class. Details on the assignment can be on the assignment page.

Case studies - a total of 4 case studies will completed. Details on the assignment can be on the assignment page.

Quizzes - a total of 3 quizzes will be completed. These are not specifically cumulative, but knowledge of previous course material is assumed and may be required to answer questions correctly.

Final exam - The final exam will be entirely case-based, where you are given patient descriptions and associated questions to answer.

Grade Scheme



Assignment	Points	Due date	Clinical standard(s) being assessed
Disease blitz	30	Various	IV-C, IV-D, IV-F, V-A
Case studies (x4)	20 (80 total)	Various	IV-C, IV-D, IV-E, IV-F, V-A, V-B
Quiz 1	30	9/14	IV-B, IV-C
Quiz 2	30	10/12	IV-B, IV-C, IV-D,
Quiz 3	30	11/9	IV-B, IV-C, IV-D, IV-E, IV-F
Final exam	50	12/14	IV-C, IV-D, IV-E, IV-F, V-A
Point total	250		

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 60.0 % to 0.0%

Letter grade to grade point conversion table:

Letter grade	A	A-	B+	B	B-	C+	C	C-
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67

Please be aware that a grade below C is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>



Course Schedule

Date (2022)	Topic	Reading(s)	Assignment(s)
8/24	Course orientation; A&P substrates of speech	Syllabus Duffy Ch. 1 & 2 Van Der Merwe article	
8/31	A & P substrates of speech	Duffy Ch. 1 & 2	
9/7	A & P substrates - continued Introduction to motor speech disorders & speech evaluation	Duffy Ch. 1&2 Duffy Ch. 3	
9/14			Quiz 1: A & P
9/21	Flaccid dysarthria	Duffy Ch. 4	Case 1
9/28	Spastic dysarthria UUMN dysarthria	Duffy Ch. 5 Duffy Ch. 9	
10/5	Ataxic dysarthria	Duffy Ch. 6	Presentations: ALS, PLS, OPMD, FA Case 2
10/12	Hypokinetic dysarthria Hyperkinetic dysarthria	Duffy Ch. 7 Duffy Ch. 8	Quiz 2: 9/21 - 10/5 material

10/19	Mixed dysarthrias	Duffy Ch. 10	Presentations: PD, ET, HD, CD Case 3
10/26	Apraxia of speech	Duffy Ch. 11	Presentations: PSP, MSA, MS, stroke
11/2	Other neurogenic speech disorders	Duffy Ch. 12 - 14	Presentations: PPAOS, CBD, DLB
11/9	Differential diagnostics	Duffy Ch. 15	Quiz 3: 10/12 - 11/2 material
11/16	Management	Duffy Ch. 16 - 18	Case 4
11/23	No Class - Thanksgiving		
11/30	Motor Speech Retreat*		
12/7	Flex (if needed)		Disease blitz papers due Final exam (case-based)

* Dr. Hegland will provide more information on this a little later in the semester.



Recording within the course

Recording Within the Course: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.



Canvas Information

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

- ufl.instructure.com
- For Canvas, Passwords, or any other computer-related technical support contact the [IT Service Desk](#).
 - 123 123-1234
 - 877 878-8325
 - <http://it.myinstitution.edu>
 - itsupport@myinstitution.edu



Student expectations and additional resources

Communication Guidelines:

- Student inquires about course activities should be made via email (preferred). All email inquiries about course-related activities should be done using your UF email account.
- Professionalism implies that you are attending during class – you are expected to refrain from texting, emailing, Facebook checking, etc., while in class.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

[\(https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/\)](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)

<http://gradschool.ufl.edu/students/introduction.html>

[_ \(http://gradschool.ufl.edu/students/introduction.html\)](http://gradschool.ufl.edu/students/introduction.html)

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> (<https://evaluations.ufl.edu/>). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/> (<https://evaluations.ufl.edu/results/>).

Attendance Policy, Class Expectations, and Make-up Policy

- Attendance in class is required and will be monitored weekly by the instructor. Once in class, students are expected to engage fully and participate actively in class activities, and to refrain from engaging in extraneous activities such as checking social media websites, reading texts and emails, and so forth.
- In our graduate program, students' **class attendance and engagement in class activities (i.e., participation) are factored into the program's assessment of the students' professionalism.** ASHA's standards for clinical certification include expectations for professional behavior and interaction with colleagues; thus, students who repeatedly fail to meet expectations for participation and engagement in class may be placed on a remediation plan to improve their performance with respect to this clinical certification standard.

- Due dates for assignments, quizzes, exams, and other assessments are listed on this syllabus. If you are unable to meet a deadline due to illness or emergency, you are expected to contact the instructor no later than one day after the due date to discuss arrangements for rescheduling a new due date. Unexcused absences for examinations will be graded as a "0." Assignments that are submitted late will be lowered one letter grade.
- Make-up examinations following illness will be offered at a time determined by the instructor, and it is possible that the format of the make-up examination may differ from that of the original examination. Any requests for make-ups due to technical issues in Canvas MUST be accompanied by the ticket number that you receive from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.
- Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance> (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>)) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require class-related accommodation because of a disability, you must register with the Dean of Students Office <https://drc.dso.ufl.edu> (<https://drc.dso.ufl.edu/>)/drc within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to the instructor by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- **The Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu> (<http://www.counseling.ufl.edu/>). On line and in person assistance is available.
- **U Matter, We Care** website: <http://www.umatter.ufl.edu/> (<http://www.umatter.ufl.edu/>). If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- **The Student Health Care Center at Shands** is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/> (<https://shcc.ufl.edu/>).
- **Crisis intervention** is always available 24/7 from:

Alachua County Crisis Center
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
(<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>).

Do not wait until you reach a crisis to visit or talk with Counseling and Student Health services. They have helped many students through stressful situations that impact academic performance. You are not alone, so please do not hesitate to ask for assistance.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or
<http://www.police.ufl.edu/> (<http://www.police.ufl.edu/>).

Sexual Assault and Recovery Services (SARS): Student Health Care Center, 392-1161

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu (<http://www.multicultural.ufl.edu/>).

Course Summary:

Date	Details	Due
	 Disease blitz - Paper assignment (https://ufl.instructure.com/courses/465226/assignments/5353790)	
	 Disease blitz - Powerpoint assignment - groups 1 - 4 (https://ufl.instructure.com/courses/465226/assignments/5353792)	
	 Disease blitz - Powerpoint assignment - groups 13 - 15 (https://ufl.instructure.com/courses/465226/assignments/5353791)	
	 Disease blitz - Powerpoint assignment - groups 5 - 8 (https://ufl.instructure.com/courses/465226/assignments/5353793)	
	 Disease blitz - Powerpoint assignment - groups 9 - 12 (https://ufl.instructure.com/courses/465226/assignments/5353794)	
	 Extra credit 1 (https://ufl.instructure.com/courses/465226/assignments/5353795)	
	 Extra credit 2 (https://ufl.instructure.com/courses/465226/assignments/5353796)	
	 Extra credit 3 (https://ufl.instructure.com/courses/465226/assignments/5353797)	
	 Final exam (https://ufl.instructure.com/courses/465226/assignments/5353789)	
	 Motor speech case # 1 (https://ufl.instructure.com/courses/465226/assignments/5353784)	
	 Motor speech case #2 (https://ufl.instructure.com/courses/465226/assignments/5353788)	
	 Motor speech case #3 (https://ufl.instructure.com/courses/465226/assignments/5353783)	

Date	Details	Due
	 Motor Speech case #4 (https://ufl.instructure.com/courses/465226/assignments/5353782)	
	 Quiz 1: A&P (https://ufl.instructure.com/courses/465226/assignments/5353787)	
	 Quiz 2 (https://ufl.instructure.com/courses/465226/assignments/5353785)	
	 Quiz 3 (https://ufl.instructure.com/courses/465226/assignments/5353786)	
	 Read the syllabus (https://ufl.instructure.com/courses/465226/assignments/5353798)	