



California State University, Sacramento  
 Department of Communication Sciences and Disorders  
 GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2021	Course: CSAD 218 Motor Speech Disorders.	Section: 01 #83580
Meeting Days: Tuesday & Thursday	Meeting Times: 10:30 – 11:45 a.m.	Location: WEBONLINE
Instructor: Dr. Darla K. Hagge, CCC-SLP	Email: hagge@csus.edu	Phone: 916-278-6695 – office 714/749-2799 – cell [ <i>preferred, if time sensitive or urgent</i> ]
Office Location: Virtual via Zoom or Phone, due to COVID-19	Office Hours/Appointments: Tuesdays, 1:00 – 3:00 p.m. Thursdays, 12:00 – 1:30 p.m. <b>By appointment, please contact Dr. Hagge directly by email</b>	
<i>“I love my speech therapist. I’d like to tell any kid struggling with speech that anything can be overcome with hard work regardless of how insurmountable the odds seem...the best thing about my recovery was that I was never allowed to feel inferior.”</i> – Ronda Rousey <b>Date of last revision: 8/20/2021</b>		

**Catalogue Course Description:**

**CSAD 218. Motor Speech Disorders.**

**3 Units**

**Prerequisite(s):** Classified graduate status.

**Term Typically Offered:** Fall only

Background pertinent to understanding neurophysiology associated with congenital and acquired dysarthria and dyspraxia. Descriptions and classifications of disorders and their causes, methods of assessment and treatment.

**Place of Course in Program**

This three-unit graduate seminar focuses on the cognitive, linguistic and social-emotional aspects of congenital and acquired motor speech disorders including the dysarthrias and the apraxias. Students will analyze ideas and make critical clinical evaluations, understand and apply research literature and demonstrate professional communication skills. To enhance learning, students will complete assignments and projects that are designed to bridge theoretical knowledge with clinical application.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	<b>Y</b>
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	<b>Y</b>
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	<b>Y</b>
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	<b>Y</b>
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	<b>Y</b>
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	<b>Y</b>

## Course Learning Outcomes:

### GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas. Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### CSAD 218 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Identify underlying anatomical & physiological causes of motor speech disorders (dysarthrias & apraxia).
2. Describe and analyze methods for assessing and identifying the nature and severity of motor speech disorders.
3. Develop therapy strategies to alleviate or circumvent communication difficulties.
4. Describe literature-based, best practice core competencies related to interprofessional education (IPE) and interprofessional collaborative practice (IPCP).
5. Apply IPE core competencies to IPE activities/events and anticipated future clinical IPCP.
  - Relevant IOM Reports regarding IPE/IPCP
  - Stereotypes and prejudices towards other healthcare disciplines as a barrier to effective IPE/IPCP with generalization of principles to racism and ableism.
  - Expanded history of and current issues related to persons with disabilities
  - Review of laws and policies that serves to protect persons with disabilities
  - Review impact of COVID and application of law for persons with disabilities
  - Introduction to Healthcare Disparity
  - Introduction to Social Determinants of Health

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 2	Examination #1	
1, 2, 4, 5	Examination #2	
1, 2, 3, 5	Motor Speech Disorders – Group Project	
1, 2, 3, 4, 5	Examination #3	

## Textbooks and Materials:

### COURSE MATERIALS:

#### **Required Texts:**

Duffy, J.R. (2019). *Motor speech disorders: Substrates, differential diagnosis and management*. 4<sup>th</sup> Edition. St. Louis, MO: Mosby.

#### Recommended Texts:

Bhatnagar, S. C. (2018). *Neuroscience for the Study of Communicative Disorders*. 5<sup>th</sup> Edition. Philadelphia, PA: Lippincott Williams & Wilkins.

Halpern, H., & Goldfarb, R. (2013). *Language and Motor Speech Disorders in Adults*. 3<sup>rd</sup> Edition. Burlington, MA: Jones & Bartlett Learning.

Webb, W.G., & Adler, R. K. (2017). *Neurology for the Speech-Language Pathologist*. 6<sup>th</sup> Edition. St. Louis, MI: Mosby Elsevier.

#### Other Readings:

- Additional readings may be made available on the course Canvas environment

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## REQUIRED MATERIALS:

Students should accessible the following supplies for each class meeting:

- Required textbook – As posted in the CSUS Fall 2021 schedule (Duffy, 4<sup>th</sup> edition, 2019)
- Laptop, netbook, iPad, or other device with internet capability
- Paper, pens, pencils-if paper notes/documentation are preferred over electronic
- Access relevant in-class learning activities and other documents, as uploaded to
  - Canvas by the instructor(s)
  - Provided in a group email

## Online Resources: CANVAS

## Course Requirements/Components:

### COURSE STRUCTURE:

This course will incorporate a variety of in-class learning experiences including direction instruction/lecture, active learning activities, small/whole group discussions, and multimedia viewing. Due to the depth of the course content, students will be assigned weekly readings to be completed before the class meeting. All assignments and activities are carefully administered for the purpose of enhancing student learning.

### ONLINE RESOURCES:

Please view the course Canvas website for a large collection of resources including websites, articles, documents, and more.

### EXPECTATIONS:

#### **Policies/Procedures:**

**Attendance:** Although online, this course involves verbal interaction/discussion among the students, the instructor, and possible guest presenters. You cannot really “get” what was covered in our virtual class via classmates’ notes and posted power points. Class and virtual interprofessional education event attendance and participation are **required** as each class session will require the completion of in-class assigned individual and/or group activities, reflection and other assignments. Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations of this career. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate.

**Class meetings/participation:** Lecture + discussion + observation format will be followed. Active listening and problem solving are expected. We will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model ... please be prepared! When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay, however, substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-language pathology is a profession in which you need to actively problem solve at all times. For this reason, exams will definitely cover material that have been discussed in class. This includes videos, review of materials, in-class experiences, etc. Be aware that you must be “present to win” this knowledge.

**Readings:** You are responsible for all reading materials assigned. Not all assigned readings appear on this syllabus, as some short readings may be added during the course of the semester. You are expected to have completed the assigned readings prior to class time on topic discussion dates so that you are able to participate in discussion and ask questions.

**Students are expected** to attend class regularly and to be prepared to participate in bi-weekly class discussions and activities. Assignments **must** be turned in or taken on the scheduled dates and times. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. As previously stated, if you are absent from class, you are responsible for all material covered.

Additionally, students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Students are expected to attend e-class with video turned on and ready to engage with others. Please collect necessary objects and belongings before class begins, including beverages, supplies, textbook, chargers, etc. Please be mindful to mute your cell phone. Kindly refrain from checking email and other non-course online activities during class.

Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.

The syllabus, outlines of class topics, and other info will be posted on Canvas. Outlines and other posted information will be removed no earlier than 2 weeks after original posting, but will not remain available online indefinitely. Students are encouraged to read and/or copy the material when it is posted. In addition, it is recommended that students:

1. Retrieve the outline from Canvas when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding.
4. Create and participate in virtual study groups throughout the semester.

## GRADED COURSE ACTIVITIES AND LATE ASSIGNMENT POLICIES:

According to the Department of Speech-Language Pathology and Audiology Graduate Admissions Policy, Procedures and Practices, students failing to maintain a GPA of 3.00 are automatically placed on academic probation. Because graduate students need a grade of “B” to pass graduate coursework other than clinics, they should seek advising for grades equal to or less than “B.” Students should, therefore, track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester.

The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will be used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

All assignments must be completed and turned in during class, on time, and in the correct form. **Late assignments, those in an incorrect form, or e-mailed assignments will not be accepted and will receive no credit without a serious and compelling reason, doctor’s note and instructor approval. Late or missing assignments will negatively affect the student’s grade.**

On each exam, you will be asked about any **guest speakers**, presentations or other additional content that we have addressed in class. As stated earlier, you are strongly encouraged to read each day's assignments BEFORE class and ask questions about any material you do not understand. Possible guest speakers for this semester may include but are not limited to Karen Fittinger M.S., CCC-SLP.

## Grading Policy:

Participation points and points received for graded activities and examinations will be posted to the Canvas Grade Center. Grades will be posted within a timely fashion following the mid-term examination. Final grades will be based on the total number of points.

<b>METHODS OF EVALUATION:</b>		
<b>ASSIGNMENT</b>	<b>POINT VALUE</b>	<b>DATE SCHEDULED</b>
<b>Participation &amp; Attendance</b> 29 class meetings x 5 points = 145	<b>145</b>	Student will submit in-class activity by end of each class meeting to receive points for that day's attendance and participation.
<b>EXAM #1 - Neuro Review &amp; More</b> <u>Format:</u> Please review description posted on Canvas <u>Content:</u> Structures & Functions Site of Lesion & Anticipated Deficit Cranial Nerves, Case Studies Childhood AOS – Theoretical Foundations and Clinical Skills & Assessment and Treatment And More	<b>100</b>	Thursday, October 7, 2021
<b>EXAM #2</b> <u>Format:</u> Please review description posted on Canvas <u>Content:</u> Cumulative, to-date, including childhood apraxia of speech and interprofessional education	<b>100</b>	Thursday, November 4, 2021
<b>MOTOR SPEECH GROUP PROJECT</b> <u>Format:</u> Group project. See Canvas website for assigned groups, assignment description, and grading rubric. <u>Content:</u> See Canvas for specific instructions.	<b>105</b>	See presentation schedule on CANVAS
<b>EXAM #3</b> <u>Format:</u> Cumulative. Please review description posted on Canvas <u>Content:</u> Neuro and site of lesion case Studies Diagnostic & recommended Interventions	<b>150</b>	Week of December 13, 2021  Day / time: <i>Per official university final examination schedule</i>
<b>Total Points Possible</b>	<b>600</b>	



Letter grades are assigned according to the following scores. Please note that unexcused tardiness and absences may result in the reduction of one letter grade. Please see the above-reported grading policy.

<b>Letter Grade</b>	<b>Percentage</b>	<b>Performance</b>
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

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## TENTATIVE Course Schedule/Outline:

Please read assigned textbook readings before class meetings; all topics/ activities subject to change per instructor discretion.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings/Assignments</u>
1	Aug 31 and Sept 2	*Greetings and Introductions *Ice Breaker Activity *Review of syllabus and course expectations *Interprofessional Education (IPE), Introduction  *Guest speakers: Karen Fittinger M.S., CCC-SLP et al <b>Childhood Apraxia of Speech: Theory, Prevention, Assessment and Intervention</b> <b>Tuesday, 8/31/2021</b>  * <b>Invitation:</b> Semi-annual IPE Dysphagia Team-based Learning event between SLP & Nursing Students. <b>Extra Credit Points!</b> (9/2/20 from 0730-0900 a.m.)	Read: Chpters 1 & 2, Bhatnagar, Chapter 1, Webb & Adler  In-class small group activity, “Principles of neuroplasticity”  *Interprofessional active learning activities relevant to medical-based speech-language pathology!
2	Sept 7 and Sept 9	*Lecture: Neuro Review Organization of the Nervous System  *Guest speakers: Karen Fittinger M.S., CCC-SLP et al <b>Childhood Apraxia of Speech: Treatment</b> <b>Tuesday, 9/7/2021</b>	Read: Chpters 1 & 2, Bhatnagar, Chapter 2, WeCanvas & Adler.  In-class small group activities & discussion
3	Sept 14 and Sept 16	*Neurologic Bases of Motor Speech and Its Pathologies  *Case Studies	Read: Ch. 2, Duffy  In-class small group activities
4	Sept 21 and Sept 23	*Assessment of Motor Speech Oral Motor & Cranial Nerve Exam, dyad practice Locate flashlight ( <b>not</b> the light on your cell phone!) Print protocol, posted on Canvas. * Flaccid & Spastic Dysarthria	Read: Ch. 3, Duffy  In-class small group activities
5	Sept 28 and Sept 30	*Ataxic and Unilateral Upper Motor Neuron Dysarthrias	Read: Ch. 4 & 5, Duffy  In-class small group activities
6	Oct 5 and Oct 7	*Hypokinetic & Hyperkinetic Dysarthrias  <b>*Exam I, Thursday</b>	Read: Ch. 6 & 9, Duffy  In-class small group activities
7	Oct 12 and Oct 14	*Mixed Dysarthrias	Read: Ch. 7 & 8, Duffy  In-class small group activities
8	Oct 19 and Oct 21	*Acquired Apraxia of Speech  *Neurogenic Mutism	Read: Ch. 10, Duffy  Read: Ch.11, Duffy  In-class small group activities

9	Oct 26 and Oct 28	*Other Neurogenic Speech Disturbances *Attitudes, Stereotypes, Implicit/Explicit Bias	Read: Ch. 12, Duffy In-class small group activities
10	Nov 2 And Nov 4	*Acquired Psychogenic & Related Nonorganic Speech Disorders <b>*Exam II, Thursday</b>	Read: Ch. 13 & 14, Duffy
11	Nov 9 and Nov 11 (11/11, Holiday)	*Differential Diagnosis *Managing Motor Speech Disorders: General Considerations *Managing the Dysarthrias	Read: Ch. 14 & 15 Duffy In-class small group activities
12	Nov 16 and Nov 18	*Managing Apraxia of Speech *Management of Other Neurogenic Speech Disturbances *Managing Acquired Psychogenic & Related Nonorganic Speech Disorders <b>*VIRTUAL LIBRARY ASSIGNMENT, 11/18</b>	Read: Ch. 16 & 17, Duffy In-class small group activities
13	Nov 23 and Nov 25 (11/25, holiday)	*Small Group Presentations	Groups #1, #2, #3
14	Nov 30 And Dec 2	*Small Group Presentations	11/30 – Groups #4, #5, #6, 12/02 – Groups #7, #8, #9
15	Dec 7 And Dec 9	*Small Group Presentation(s), as needed  *Additional content, as needed *Review for final	Group #10
16	Week of Dec 13-17	<b>*Final, Examination III, cumulative</b> <b>Date/time, per university schedule</b>	Day/time: <i>Per posted university schedule</i>

## Additional Information

### Inclusivity:

Students in this class are encouraged to speak up and participate online through Zoom classes or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community. (This text was adapted from CSU Chico and Winona State University's posts.)

### Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

**Definitions:** At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

*I encourage you to read more about Sac State's Academic Honesty Policy & Procedures at <https://www.csus.edu/umannual/student/stu-100.htm>*

### Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

### Equal Access:

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with

Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

## Basic Needs Support – CARES Office

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.

Please visit: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

## Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peerled health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost. Please visit: <https://www.csus.edu/student-life/health-counseling/>

## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/> (see information, provided above)

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/meet-us/>

## SPECIAL COVID-19 INSTRUCTIONS AND INFORMATION:

**Note:** In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

**Per University Policy:** To support student privacy and for equity reasons, students shall not be required by faculty to allow live access to a webcam. This includes proctoring, discussion, class sessions, office hours, or other consultation.

**Testing Modifications:** I understand that taking exams during the *regular* class period can be restrictive and does not address the myriad of environments students are taking their exams in. To address this specifically, the “*availability*” of exams will be across a period of 3 days (72 hours). The time to take the exam, once students begin, will remain consistent with the class period time (i.e., 75mins). Students, however, have the flexibility to take their exam **at any time during the availability period**. For example, if a student's home environment and availability best correspond to 11:30pm on a Wednesday or 6:00am on Friday, the student will be able to control for this.

Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

Online exams via Canvas: Quizzes and other assignments are to be completed **independently**, though students may utilize their individual notes and texts. It is expected that students will maintain all aspects of academic integrity.

**Course Modality:** Unless otherwise noted by the instructor, all Fall 2021 CSAD courses are being taught synchronously. Class meeting will be scheduled by your instructor through Zoom through Canvas.

**Attendance Policy:** Attendance policies will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

**Grading Policy:** Course assignments (late work, due dates) will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

### **Health & Safety Information:**

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID-like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](#). Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

### **COVID-19 & Our Virtual Classroom: A Gentle Reminder from your instructor**

We are still in a pandemic. It is important to begin from that premise because the pandemic will fundamentally shape what the semester looks like, how we inhabit the class, and how we relate to each other and the course material. We are a community and are thus dependent on, and affected by, the actions, precautions, and protections each of us takes to mitigate the spread of COVID-19. Although I live alone, many or most of you live with others including children, siblings, parents, grandparents, loved ones, and roommates. Please continue to take reasonable efforts to protect yourselves, your loved ones, our campus, and our broader community from the spread of COVID-19. During this ongoing dynamic situation, I want to share some thoughts with you about our collective experiences:

- Some of our lives may be relatively unaffected by the pandemic while others have experienced profound tragedies – we cannot make assumptions about others’ experience with the virus.
- We ought to be more compassionate with each other and with ourselves – now, perhaps more than ever, is the time to give the *gift of grace, freely and lovingly*.
- Together, we will make this semester as safe, thoughtful, clinically relevant, and insightful as we can – this also applies to our intellectual, physical, mental, and emotional well-being.
- Finally, please remember, “my humanity is bound up in yours, for we can only be human *together*.” – Desmond Tutu

# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 218 Motor Speech Disorders

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- 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: voice and resonance 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: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (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: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), 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: social aspects of communication (e.g., behavioral and social skills affecting communication), 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: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

### Standard IV-D: Prevention, Assessment, and 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 voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

#### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

#### Standard 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.

#### Standard 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.

#### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.