COURSE INFORMATION

- ASLP 5755, 3 credit hours
- Thursday, 5.30 – 8.30, Sage Hall Rm 356

Instructor Contact Information
- Dr. Annalise Fletcher
- Email: Annalise.Fletcher@unt.edu
- Office #: UNT Speech & Hearing Center, 216
- Office hours – please email me to schedule an appointment
- Teaching Assistant: Erin Hebert, erinhebert@my.unt.edu

Course Description
This course equips students with a thorough understanding of the theoretical constructs underlying motor speech disorders (MSD) and of the procedures followed in assessing, treating, and managing cases of paediatric and adult acquired MSD. It builds on evidence-based practice and WHO’s ICF framework, with students developing proficiency in the description and classification of adult MSD, analysis of both formal and informal assessment of MSD, synthesis of various information sources (e.g., current literature, speech and medical assessment results) in the diagnosis of MSD, critical appraisal of intervention approaches, and recognition of the effect of acquired MSD upon the individual and his/her family.

Learning Objectives:
- Describe the causes and characteristics of MSDs in adults and children.
- Differentially diagnose the presence, and extent, of MSD in a range of cases.
- Integrate speech and medical assessment results with knowledge of current literature to develop suitable goals for treatment in conjunction with the client and their family.
- Formulate treatment plans for a range of MSD in adult and children based on established goals and current best practice.
- Recognize the needs of culturally diverse populations
- Communicate information (verbally & in writing) about MSD and a client’s diagnosis and treatment planning to the individual, their family, and any medical/allied health professionals involved in the client’s care.
• Measure the progress/effect of intervention and decisions about continuation or cessation of intervention.

Required Textbook:


Recommended Textbook:


Materials distributed in class will be posted throughout the semester on Canvas. However, please make arrangements with classmates if you need to miss class to review any details you may have missed. To access Canvas class page go to https://unt.instructure.com/ and login with your EUID and password. This course includes a number of required journal article readings. Links to additional readings will be posted on the canvas site.

Teaching Philosophy
As a teacher, I aim to foster critical thinking and the desire to be a life-long learner. To achieve this, my courses provide supported opportunities for students to perform their own exploration and evaluation of research literature. This is intended to provide students with the skills required to evaluate new assessment and treatment approaches when working in our fast-growing profession. My goal is to foster a classroom culture that embraces the evaluation research while also considering the unique needs of the client in determining appropriate treatment plans. I use the International Classification of Functioning, Disability and Health (ICF) as a framework when considering the assessment and treatment of communication disorders in all my classes.

Attendance and Class Participation
Regular attendance in class and participation in class discussions is strongly encouraged for all students. It is to your advantage to arrange to obtain thorough notes from class members when you are unable to attend and participate in lectures. I will always be available to meet one-on-one during the semester if there are any aspects of course content you would like to discuss. Please plan accordingly if you need to miss class.

TECHNICAL REQUIREMENTS/ASSISTANCE
UIT Help Desk: http://www.unt.edu/helpdesk/index.htm

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130
Hours are:
- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight

- Canvas technical requirements: https://clear.unt.edu/supported-technologies.canvas/requirements

Minimum Technical Skills Needed
- Ability to navigate the Canvas learning management system
- Ability to send emails with attachments, create and submit files in commonly used word processing program formats

Student Academic Support Services
- Code of Student Conduct: provides Code of Student Conduct along with other useful links
- Office of Disability Access: exists to prevent discrimination based on disability and to help students reach a higher level of independence
- Counseling and Testing Services: provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- UNT Libraries
- UNT Learning Center: provides a variety of services, including tutoring, to enhance the student academic experience
- UNT Writing Center: offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- Succeed at UNT: information regarding how to be a successful student at UNT

COMMUNICATING WITH YOUR INSTRUCTOR
Both canvas and email will be used to communicate directly with students. Email is the preferred method for contacting your professor, and you can generally expect a response within 48 hours. Grades from assignments and tests will be posted as soon as possible and you can generally expect feedback within two weeks.
ASSESSMENT & GRADING

<table>
<thead>
<tr>
<th>Overview of Course Assessments</th>
<th>Percentage of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Test</strong>&lt;br&gt;In-class test that covers course content from weeks 1 through 4.</td>
<td>25%</td>
<td>2/27</td>
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<tr>
<td><strong>Oral presentation (to be completed in groups, and presented in class on week 8)</strong>&lt;br&gt;Critical examination of assigned research articles related to the treatment of motor speech disorders.</td>
<td>5%</td>
<td>3/19</td>
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<tr>
<td><strong>Assignment</strong>– review and analysis of the literature related to treatment options for a specific case study.</td>
<td>30%</td>
<td>4/2</td>
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<tr>
<td><strong>Open book in-class test</strong>&lt;br&gt;Open book in-class test focused on the clinical decision making in a series of clinical case studies</td>
<td>30%</td>
<td>4/16</td>
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<tr>
<td><strong>Final</strong>&lt;br&gt;An overview of key information concerning motor learning principles and the treatment of motor speech disorders. To be held, Thursday, 5.30 – 8.30, Sage Hall Rm 355</td>
<td>10%</td>
<td>5/7</td>
</tr>
</tbody>
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**Grading Scale:** A: 90-100%, B:80-89%, C:70-79%, D:60-69%, F: below 60%

**CALENDAR**

*Include an outline of all due dates for the course.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Content</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Week 1 1/16</td>
<td>Course overview &amp; introduction to MSD</td>
<td>Duffy (2013) chapter 1 &amp; 13</td>
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<tr>
<td>Week 2 1/23</td>
<td>Common MSD neurological etiologies and differential diagnosis of speech disorder</td>
<td>Duffy (2013) chapter 2</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading/Resource</td>
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<tr>
<td>4/2/6</td>
<td>Clinical examination &amp; assessment</td>
<td>See Canvas for readings</td>
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<tr>
<td>2/13</td>
<td>Case-based diagnosis and review</td>
<td>Duffy (2013) chapter 15</td>
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<tr>
<td>2/20</td>
<td>Online Lecture: Differential Diagnosis and Assessment Methods: Childhood Apraxia of Speech</td>
<td>Links to video observation and questions will be provided</td>
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<tr>
<td>2/27</td>
<td>Test 1 (25%) Treatment session planning</td>
<td>Duffy (2013) chapter 16</td>
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<tr>
<td>3/5</td>
<td>Intervention</td>
<td>Duffy (2013) chapters 17</td>
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<td>3/12</td>
<td>SPRING BREAK: No Class</td>
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<tr>
<td>3/19</td>
<td>Oral presentations (5%)</td>
<td></td>
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<tr>
<td>3/26</td>
<td>Speech perception and communication partner training</td>
<td>See readings on canvas</td>
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<tr>
<td>4/2</td>
<td>Apraxia of speech</td>
<td>Duffy (2013) chapter 11</td>
</tr>
<tr>
<td>4/9</td>
<td>Assignment due (30%)</td>
<td></td>
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<tr>
<td>4/16</td>
<td>Test 2 (30%)</td>
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<tr>
<td>4/23</td>
<td>Guest Lecture: SPEAK OUT presentation</td>
<td>See readings on canvas</td>
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<td>4/30</td>
<td>Test Review and Class Discussion - How do we monitor our clients’ speech disorders over time?</td>
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<td>5/7</td>
<td>Final -- Thursday, 5.30 – 7.30, Sage Hall Rm 356 (10%)</td>
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**COURSE POLICIES**

**Assignment Policy**

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.
Instructor Responsibilities
As a teacher, it is my responsibility to help you learn and achieve in this course. To the best of my ability, I will provide clear instructions for all assessments, including grading rubrics for assignments, and additional resources for studying. If you have any questions or concerns about course content or assessments, please do not hesitate to email me.

Late Work
If you must miss class, please email me a copy of your assignment and/or arrange through another student for your assignment to be submitted on the due date as specified on the syllabus. Late submissions will not be accepted and will earn a grade of zero (‘F’) accordingly. In exceptional circumstances, extensions may be granted, but this MUST be arranged with me at least 72 hours in advance of the due date.

Syllabus Change Policy
If there are any policy changes (i.e. grading, attendance) during the semester, a new/revised syllabus will be provided to all students. Any changes to due dates will be discussed in class and shared via canvas.

UNT POLICIES

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.
Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the Spring semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at http://spot.unt.edu/ or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available
to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

**CAA CURRICULUM STANDARDS ADDRESSED IN THIS COURSE**

3.1.1B Professional Practice Competencies
- Effective Communication Skills
- Clinical Reasoning
- Evidence-Based Practice
- Cultural Competence
- Professional Duty

3.1.2B Foundations of Speech-Language Pathology Practice
- basic human communication processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases
- ability to integrate information pertaining to normal and abnormal human development across the life span
- nature of communication processes associated with articulation; fluency; voice and resonance, including respiration and phonation; augmentative and alternative communication needs
- knowledge of the above elements includes each of the following:
  o etiology of the disorders or differences,
  o characteristics of the disorders or differences
  o underlying anatomical and physiological characteristics of the disorders or differences
  o acoustic characteristics of the disorders or differences
  o psychological characteristics associated with the disorders or differences
  o developmental nature of the disorders or differences
  o linguistic characteristics of the disorders or differences (where applicable)
  o cultural characteristics of the disorders or differences

3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences
- principles and methods of identification of communication and swallowing disorders and differences
- principles and methods of prevention of communication and swallowing disorders.

3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences
- demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with articulation; fluency; voice and resonance, including respiration and phonation; augmentative and alternative communication needs
3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms

- demonstrate knowledge and skills in intervention for communication differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment
- intervention for disorders and differences of associated with articulation; fluency; voice and resonance, including respiration and phonation; augmentative and alternative communication needs