James I. Perkins College of Education  
Department of Human Services and Educational Leadership 
SPHS 5308-020  
Neuropathologies of Speech  
Spring 2024

Instructor: Nandhu Radhakrishnan, PhD., CCC/SLP  
Course Time & Location: T/R 12:30 PM-1:45 PM – HSTC320

Office: HSTC 205C  
Office Hours: T 11:00 AM – 12:00 PM; W 10:00 – 1:00 PM; TR: 11:00 AM-12:00 PM by appointment only; ZOOM by appointment only

Office Phone: 936-468-1337  
Credits: 3

Other Contact Information: 936-468-7109 (SLP Office)  
Email: radhakrin@sfasu.edu – Not via D2L email

Prerequisites: 12 semester hours of speech-language pathology and audiology

I. **Course Description**: Etiology, symptomatology, assessment (including instrumentation) process involved at arriving at a differential diagnosis, and therapeutic intervention for the dysarthrias and apraxia of speech associated with acquired or progressive neurogenic disorders and diseases.

II. **Course Delivery**: This is a hybrid course that will be offered both on campus and virtually via Zoom. The camera should be active during Zoom sessions

III. **Course Justification**: This is a hybrid course that meets twice a week. Students have significant weekly reading assignments, chapter-wise writing assignments, formal presentations, term papers, and four exams including a comprehensive final examination. These activities average a minimum of 6 hours of work each week to prepare outside of classroom hours.

**This course reflects the following core values of the College of Education:**

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

**This course also supports the mission of the Speech-Language Pathology Program.**

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of
life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

i. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

ii. Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.

iii. Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

iv. Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

v. Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making

vi. Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

IV. This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

Standard I: Degree
Standard II: Education Program
Standard III: Program of Study
Standard IV: Knowledge of Outcomes
Standard V: Skills Outcomes
Standard VI: Assessment
Standard VII: Speech-Language Pathology Clinical Fellow
Standard VIII: Maintenance of Certification

Standard IV: Knowledge of Outcomes
Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

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, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

• Articulation
• Fluency
• Voice and resonance
• Receptive and expressive language
• Hearing, including the impact on speech and language
• Swallowing
• Cognitive aspects of communication
• Social aspects of communication
• Augmentative and alternative communication modalities

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 people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated 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 IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

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: The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, no standardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs.
      Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients' performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.
Standard V-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. 

Standard V-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient. 

Standard V-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. 

Intended Learning Outcomes/Goals/Objectives 

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

- Students will recognize and articulate the foundational skills related to communication and its disorders.
- Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
- Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
- Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
- Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
- Students will integrate research principles and processes in planning Capstone projects and in clinical practice.
- Students will communicate professionally and demonstrate comprehension of professional and ethical responsibilities of speech-language pathologists.

Student Learning Outcomes: Upon completion of this course, given the appropriate level of guidance and supervision for a beginner to intermediate-level clinical practicum, students will be able to:

- Describe the anatomy and physiology of the nervous system underlying motor speech control and its disorders.
- Identify etiologies and salient characteristics of various types of motor speech disorders.
- Identify the characteristics of various communication modalities for individuals with motor speech disorders.
- Describe appropriate assessment principles and methods, and identify the components of a motor speech evaluation.
- Distinguish motor speech disorders from other neurogenic communication disorders
- Describe varied therapeutic principles and procedures, treatment efficacy, and ethical issues pertinent to motor speech disorders
- Discuss components of education and counseling for patients, family, and other professionals

V. Course Assignments, Activities, Instructional Strategies, use of Technology:
Examinations: There will be three examinations and a final exam. Exams are a combination of multiple-choice and short answers. The final Exam is comprehensive and multiple-choice. 66.6% of the grade is from these exams.
Writing Assignment: Students will work in groups to answer “Study Questions” for each chapter (2-11). Each group will have three students, except for Chapter 3 on Evaluation. The task for Chapter 3 includes a mock video demonstration of tests and case history forms. Each group will present their findings to the class and submit their write-up. 16.6% of your final grade.
Rubric: Answers should be complete, page range from the textbook can be mentioned, any external references and citations will be graded better than straightforward textbook answers.
Audio-Video Description: Students in groups (3 each), will watch/listen to audio video files and describe the speech pattern of patients. This will be in the form of a write-up. 8.3% of your final grade.
Rubric: keywords that match the textbook should be used, identifying the exact timestamp of signs/symptoms will be graded better than a straightforward description.
Artistic Handout: Each group (4 each) will create a one-page handout for the assigned type of dysarthria/apraxia that can be used for public education/awareness. Scientific terms should be mentioned and explained. 8.3% of your final grade.
Rubric: Easy to read, scientific terms explained, statistics, and links for further information (authentic sites) will receive a better grade.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Exam1</td>
<td>50</td>
<td>A = 270 – 300</td>
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<tr>
<td>Exam2</td>
<td>50</td>
<td>B = 240 – 269</td>
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<tr>
<td>Exam3</td>
<td>50</td>
<td>C = 210 – 239</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
<td>D = 180 – 209</td>
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<tr>
<td>Study Q&amp;A/Eval.Presentation</td>
<td>50</td>
<td>F = below 180</td>
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<tr>
<td>Auditory Perceptual Evaluation</td>
<td>25</td>
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<td>Brochure</td>
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<td><strong>Maximum</strong></td>
<td><strong>300</strong></td>
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V. Tentative Course Outline/Calendar:
Contents adhere to PLO I-vii and SLO I-vi

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Contents- Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Wk1</td>
<td>Ch1</td>
<td>Syllabus and Brief History of MSD</td>
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<tr>
<td>Wk2</td>
<td>Ch2</td>
<td>Motor System; structure and function</td>
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<tr>
<td>Wk3</td>
<td>Ch3</td>
<td>Evaluation of MSD and Proctorio Quiz for Ch1-2</td>
<td>Feb 1</td>
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<tr>
<td>Wk</td>
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<td>Evaluation of MSD - Student Demo</td>
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<tr>
<td>4</td>
<td>Exam 1</td>
<td>Review for Exam 1 - SQ1 -</td>
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<td>Presentation - Proctorio Weekend Exam 1</td>
<td>Study Q 2-3</td>
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<td>5</td>
<td>Ch4</td>
<td>Flaccid Dysarthria- Definition to Characteristics</td>
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<td>Evaluation and Treatment - Case Study</td>
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<td>6</td>
<td>Ch5</td>
<td>Spastic Dysarthria - Definition to Characteristics</td>
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<td>Evaluation and Treatment - Case Study</td>
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<td>7</td>
<td>Ch6</td>
<td>UUMND - Definition to Characteristics</td>
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<td>Evaluation and Treatment - Case Study</td>
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<td>8</td>
<td>Ch7</td>
<td>Ataxic Dysarthria - Definition to Characteristics</td>
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<td>Evaluation and Treatment - Case Study</td>
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<tr>
<td>9</td>
<td>Break</td>
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<tr>
<td>10</td>
<td>Review</td>
<td>Review for Exam 2 Aud-Per &amp; SQ 4-7 Mar-14</td>
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<td>Exam 2</td>
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<td>11</td>
<td>Chapter 8</td>
<td>Hypokinetic - Definition to Characteristics</td>
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<td>Easter Break</td>
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<td>12</td>
<td>CH9</td>
<td>Hypo and Hyperkinetic - Definition to Characteristics</td>
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<td>Evaluation and Treatment - Case Study</td>
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<td>13</td>
<td>Ch10</td>
<td>Mixed Dysarthria - Definition to Causes</td>
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<td></td>
<td>Brochure</td>
<td>Share template of brochure in class</td>
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<td>14</td>
<td>Ch11</td>
<td>Mixed D - Treatment Aud-per&amp;SQ 8-11 Apr-25</td>
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<td>Review</td>
<td>Review for Exam 3 Exam 3 Apr 25</td>
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<tr>
<td>15</td>
<td>Exam 3</td>
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<tr>
<td>16</td>
<td>Final Exam</td>
<td>10:30-12:30 Comprehensive - MCQ</td>
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VI. Readings:

**Required:**
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VI. Student Ethics and Other Policy:

• An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance. Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts. For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

• The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or
semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- Students with Disabilities
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- Student Wellness and Well-Being
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  
  ***Other SFA policy information is found in the [Handbook of Operating Procedures (HOP)](https://www.sfasu.edu/)

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - www.sfasu.edu/deanofstudents
    - 936.468.7249
    - dos@sfasu.edu
  - **SFASU Counseling Services** • www.sfasu.edu/counselingservices
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - **SFASU Human Services Counseling Clinic** •
    - www.sfasu.edu/humanservices/139.asp
    - Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
        - Counseling Services
        - Student Outreach and Support
        - Food Pantry
        - Wellness Coaching
        - Alcohol and Other Drug Education
          - www.sfasu.edu/thehub
          - 936.468.4008
          - thehub@sfasu.edu
  - **Crisis Resources:**
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741