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2019

### LCD 322 Disorders of Speech

Karen Ball

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**Fall 2019**

**CUNY QUEENS COLLEGE**

**Department of Linguistics and Communication Disorders**

**LCD 322 Disorders of Speech      Tues/Thurs. 3:10-4:25**

**Class Number: 49829                      Room: 335B Queens Hall**

Lecturer: Karen Ball MPA, MS CCC-SLP BCS-S  
Phone: (718) 997-2953, (718) 997-2898 (Gail Oswald)  
Email: karen.ball@qc.cuny.edu  
Office Hours: TBD, by appointment only (email instructor to schedule)

**Course Description:**

LCD 322 provides an overview of the symptoms, etiology, diagnosis, and treatment of various speech disorders including disorders of phonology/articulation, voice/resonance, fluency, swallowing, and speech impairment associated with neurological impairment. Speech disorders will be considered across the lifespan.

**Course Objectives:**

The goal of this course is to provide students with a strong foundation in the symptoms, etiology, assessment, diagnosis, and treatment of speech, voice, fluency, and swallowing disorders in children and adults.

**Instructor objectives:**

To assist students in:

- Learning what a speech (including voice/resonance, fluency, swallowing) disorder is, as well as what it is not, including causal factors and social/quality of life consequences, etc
- Learning to recognize, assess, and treat children and adults with specific speech disorders
- Developing a familiarity with fundamental assessment and treatment strategies and techniques
- Becoming more aware of cultural differences and how such differences relate to services provided
- Developing skills in team building and collaboration

## Student Learning Objectives:

At the end of this course, the student will be able to:

1. Explain the nature of specific developmental and acquired speech disorders through class discussions, group assignments, and case studies
2. Describe diagnostic and treatment techniques for phonological, developmental speech, motor speech, voice, fluency, and swallowing disorders.
3. Execute selected basic diagnostic and treatment techniques available for speech impairments
4. Compose a simple diagnostic evaluation and a simple treatment plan for a “mock” client presenting with a speech impairment.
5. Describe, interpret, and review the findings/results of a research study published in a professional publication/journal
6. Demonstrate the ability to recognize various Augmentative Communication
7. Develop techniques and overall candidacy for Augmentative Communication Systems.

*Please note: This class is being taught as a “hybrid” class, meaning that in-class instruction will be reduced and be replaced with online assignments for group- collaborative homework/project assignments. The course is meant to be collaborative between students enrolled in the course and the instructor.*

## **Performance Based Assessments/Source Requirements:**

### Class Structure/Student Responsibilities:

➤ Students enrolled in this class will form their own groups. (number of groups to be determined by the instructor, depending on class enrollment). Students who are unassigned will be placed in a group by the instructor. A “group leader” will be designated by the instructor initially; however this position will rotate to other group members as the topic changes. For example, there will be one group leader for speech sound disorders, another for motor speech disorders, fluency, voice, swallowing. It is up to the group members to designate group leaders as the topic of class changes. When group leadership changes, it is the group’s responsibility to inform the instructor of this change. (If there is difficulty deciding, then the Instructor will intervene and name a group leader.) It is required that group leaders change with each topic. It is the responsibility of the group leaders to ensure timely submission of projects and homework assignments to the instructor and to maintain intragroup deadlines.

Group leaders will act as the spokesperson and also lead any meeting/discussion, etc. ***Each group member is expected to participate and contribute equally to complete the group assignments.*** Any interpersonal issues, if they arise, need to be addressed and resolved within the group membership. All assignments are meant to be collaborative, and the group experience allows for increased participation from all group members.

➤ Students are required to be familiar with Blackboard and all that is included in this learning format; for example, assignments, discussion boards, wikis, etc. If you are not familiar with Blackboard, it is your responsibility to learn it either by reviewing the numerous tutorials, asking fellow students, or visiting the [HELP desk](#) for assistance.

➤ LCD 322 instruction assumes that you have completed a course in phonetics, anatomy and physiology, and speech and language development. Students will need knowledge in these prior courses to complete course assignments. There will be NO review of these topics in this class, it is assumed that students already know this material. Students are responsible for reviewing this information and relearning, if necessary.

➤ All group project assignments need to be submitted by the due date posted. The projects are to be group projects and completed as a group. All group members are responsible for assuring that the assignments are submitted on time. Late submissions will be downgraded by 10-20 points, depending on when the assignment is received by the instructor. *If you find a problem accessing a website within an assignment, the instructor needs to be contacted BEFORE the assignment is due. Comments such as "we could not access the link" when handing in an assignment will not be accepted. Groups are responsible for notifying the instructor if there is any kind of issue that would prevent timely completion of the assignment. (if not, points will be lost).*

➤ Individual student assignments are also required to be submitted on time. (Journal Article choice and assignment, reflection paper.) Points will be lost if submitted late.

➤ Students are ***required to complete all assigned readings before coming to class.*** In-class lectures will involve group discussions, thus students are required to be prepared for the interclass discussion and exercises by having read the assigned readings by the due date. If you do not complete the readings in a timely fashion, you will have difficulty passing this class.

➤ *Please arrive to class on time.* Tardiness is inconsiderate to your classmates, group participants, and distracting to the instructor.

- *Group participation:* Required within your assigned groups and it is expected that the group participants will be respectful when it comes to member responses and opinions. On class days when a structured lecture is not scheduled (many Thursdays) it is expected that the student groups meet face to face during this time. The classroom will be available for groups to meet given it is scheduled/reserved for this class. The instructor is usually available to answer any questions should they arise. It is expected that all group members participate and do their share of the work for the group assignments. If participation is lacking from a group member, points will be deducted from that member's final grade. If a group member unexpectedly becomes ill or unavailable, the instructor needs to know this immediately so that corrective action can be taken.
  
- *Class Participation:* Students, individually, are expected to take an active, **verbal** role in the learning process by asking questions and engaging in relevant class discussions.

### **Examinations:**

There will be 2 examinations. All exams will take place **in class**. Exams will focus on topics assigned from the *text*, class lectures, Blackboard handouts/postings, group assignments and class discussion as listed under Student Learning Outcomes. Exams are designed to assess the student's individual ability to understand and integrate material presented in class, within the reading assignments and within the group projects. The questions may include short answer, matching, true/false, multiple choice and essay format. Students are responsible for material covered in lectures and all assigned topics, assignments, readings, *even if they are not specifically discussed in class*. There is a lot of information involved with this class that cannot be reviewed by the instructor. Therefore the students are expected to read all assignments and learn all of the assigned material. Group study with group members is highly encouraged.

### **Make Ups:**

*This class follows the official Queen's College/CUNY Calendar. If the College is not officially closed, you are expected to be present for exams.*

Make up exams will be provided only in the event of illness and ONLY if a physician's note is provided. There will be no makeup exams without a physician's note of illness. The note needs to be written either on a prescription paper or on physician letterhead. **No further excuses** will be accepted for missing an exam.

**Please note:** Make up exams will be different than the exam presented in class and will be scheduled at the convenience of the instructor. Make up exams will be given in Queens Hall or the Gertz Clinic and may not be given until the end of the semester.

**Please make note of exam dates**

### **Assignments:**

#### ➤ Group Assignments:

There are 5 group assignments, one on each topic covered: articulation and phonological disorders, motor speech disorders, dysfluency, voice, and dysphagia (swallowing disorders).

Many assignments involve use of YouTube videos of individuals with communication (speech) difficulties. These are meant to provide a visual and auditory example of a speech disorder.

#### ➤ Individual Assignments:

Journal Article Assignment:

Each student will be expected to review one Journal Article on any Research study involving any **Speech** Disorder and complete the assignment posted on Blackboard. The article can be from a medical or speech-language pathology journal and will need pre-approval from the instructor before the assignment is completed. Articles submitted are required to be from **Journals published in the US** and the **research needs to have been done in the US**. Exceptions to this are research studies from Australia, Canada, and Great Britain; however please realize that rules of research differ between countries. Please take extra care if submitting a research article from these countries, making sure the material is relevant to the profession. In addition, the articles have to have been published in the past 10 years. Instructor approval is **REQUIRED** for the journal article. In order to do this students will be required to hand in their proposed article to the instructor or can place the article in the instructor's Queens Hall mailbox (Room 300A) for review. Email submissions must include a **PDF format** of the article, including all charts, graphs, etc. If the article is not submitted correctly, the instructor will notify the student. **NO LINKS will be accepted.** Once the instructor approves the article, it will be returned (if hard copy is submitted) or the student will receive an email indicating acceptance or denial. No duplicates may be used and it is first come first served. (If you submit an article that another student has also submitted, you will NOT be approved for this article and you will need to search for another one.) Failure to submit an article for approval by the approval due date will result in a 10 point reduction in grade.

This assignment is an *individual* assignment, meaning that each student in the class is responsible for reviewing one journal article and completing the assignment. Students are to write a short summary of the article and include the hypothesis, N, dependent/independent variables, and whether the hypothesis was proven (or disproven).

The deadline for article review assignment is posted on the syllabus. ***A copy of the Journal Article is to be submitted along with the journal article summary.***

#### Reflection Paper:

Each student is required to submit a short (one page, typed) Reflection Paper at the conclusion of this class. This paper will provide the Instructor with the student's perception of the class and an objective review.

#### Observation Hours:

In LCD 322, students are **required** to complete 12-13 hours of observations of articulation, motor speech, AAC, swallowing, voice and/or fluency evaluation/therapy sessions and log these hours on a separate observation sheet. Live observations may be completed at the Queens College Speech-Language-Hearing Center (Gertz Clinic) or outside of the clinic with a speech-language pathologist who is certified i.e.: CCC and has paid her dues to ASHA. Video observations opportunities will also be offered in Queens Hall.

The instructor will assign the Gertz clinic and video observations via lottery. There are 3 sessions available for live observation sign ups and these sessions last approximately 4 weeks. There are 2 sessions of video observations, each lasting 6 weeks. Students can sign up for ONE video observation session only as the same videos are used in each session. There are NO MAKE UPS if you miss a video observation. Please note that illness of a client or session cancellations are beyond the control of this instructor and you will only receive credit for the observation if the client attends the session. (no credit if the client is ill or cancels a session for any other reason).

*If the student has a job (or is experiencing other scheduling issues) in addition to attending Queens College and the work schedule interferes with obtaining observation hours, it is the responsibility of the student to determine a solution in order to obtain the necessary hours by the end of the semester. No student will receive preferential treatment in assignment of observations.*

Students are responsible for documenting their own hours and find outside observations with a certified speech-language pathologist if necessary to complete all of the hours required by the end of the semester.

Observations are required to be completed by the last day of classes. A copy of the observation log is to be provided to the Instructor at the end of the semester. **All hours are required to be completed by the end of the semester.**

### **Grades:**

Grades will be determined as follows: Midterm/Final Exams (60%), Group projects/assignments (20%) Journal Article summary (10%), Class participation (10%). Please note: **NO** extra credit activities will be given for grade improvement. Grades are not rounded up.

### **Academic Integrity:**

Please refer to the CUNY Website:

[http://web.cuny.edu/academics/info-central/policies/academic integrity.pdf](http://web.cuny.edu/academics/info-central/policies/academic%20integrity.pdf) for details.

**Academic dishonesty will not be tolerated in this class.** If anyone is caught cheating on exams they will receive a “0” on the exam and will be written up and reported to the Vice President for Student Services.

### **Classroom Policies:**

Audio/Videotaping:

Recording of lectures without the consent of the instructor is prohibited. If it is necessary to record a lecture, advance verbal permission is required. The recordings may only be used as a study aid by the individual making the recording. The recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

*Please note: State and Federal copyright law protects the content of my lectures. As a student in this class, any lecture slides, powerpoint presentations, or other material downloaded from Blackboard or that are provided in class is my intellectual property and is copyright protected material. You do not have any right to make any public or commercial use of the material from this class without express, written consent from me, the instructor.*



Computer /Cell phone use:

Cell phones are to be turned **off** during class. If you need to be reached in an emergency situation, please inform the instructor and set your phone to vibrate. Please leave the room for any conversations.

If you need to use a computer for class notes you may, HOWEVER surfing the web, shopping, answering emails, e-chat, etc. is *prohibited* during class. If you violate this, your computer privileges will be revoked for the remainder of the semester.

Academic Accommodations:

Students who require academic accommodations are required to register with the Office of Special Services in Fries Hall. A letter from the Office of Special Services is required by the instructor if a student needs academic accommodations. No accommodations will be made unless requested through the Office of Special Services. NO exceptions.

### **Required Textbook:**

This class is conducted without the use of a formal textbook

### **Assigned Readings:**

Reading assignments will be listed on the Class Schedule page, corresponding to the date they are due. It is expected that all readings be done BEFORE the start of class to enhance the verbal class discussion.

Group Assignments, extra readings or materials will be posted for each speech disorder covered in class.

**Class Schedule\*: \*subject to change at the discretion of the lecturer**

***Please read the assignments before coming to class!***

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Introduction to Evaluation and Treatment

CLASS 1: In class lecture

**READING ASSIGNMENT: E-reserve: Owens: P. 19-27, 34-40**

**CLASS TOPICS: Class Overview and Introduction**

**Evaluation and Treatment of Speech Disorders**

**STUDENT REVIEW ASSIGNMENTS:** (review on your own from class notes, textbooks, etc.)

**Phonetics** (vowel, consonant classification)

**Anatomy** (Systems: Respiratory, Phonatory, Articulatory/Resonatory, Neurology)

**Speech-Language Development** (Birth to 3 yrs.)

**Form Groups!**

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CLASS 2: In class lecture

**READING ASSIGNMENT:** (AS ABOVE)

**CLASS TOPICS:** Evidenced Based Practice (EVP)

Evaluation and Treatment of Speech Disorders (cont.)

**STUDENT ASSIGNMENTS:** Explore e-journals, pubmed.gov, asha.org for access to Journal articles

**MATERIALS FOR REVIEW:** Case History Forms

Pediatric: <http://www.psllcnj.com/pdfs/Pediatric-Case-History-Form.pdf>

School age child:

<http://www.indiana.edu/~sphs/clinical/speech/forms/SchoolAgeHistoryForm.pdf>

Adult:

<http://speechassociates.com/wp-content/uploads/2016/02/Client-History-Form-Adult-1.pdf>

**OPSE FORM:**

[https://www.lamar.edu/fine-arts-communication/\\_files/documents/speech-hearing/oral\\_mech.pdf](https://www.lamar.edu/fine-arts-communication/_files/documents/speech-hearing/oral_mech.pdf)

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## Disorders of Articulation and Phonology:

CLASS 3: In class lecture

**READING ASSIGNMENT:** E-reserve: Owens P. 234, 238-254

**ASHA Practice Portal: Speech Sound Disorders-Articulation and Phonology**

<https://www.asha.org/Practice-Portal/Clinical-Topics/Articulation-and-Phonology/>

(Read all from “Overview” through “References”)

**CLASS TOPIC: Disorders of Articulation and Phonology: Assessment (Informal and Standardized Assessments, Phonemic Inventory)**

**DUE: Group Member Names**

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CLASS 4: GROUP WORK: ARTICULATION DISORDERS PROJECT

**(REFER TO PROJECT LIST)**

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CLASS 5: In class lecture

**READING ASSIGNMENT:** as above, in Class 3

**CLASS TOPIC: Disorders of Articulation and Phonology: Evaluation: Analysis of Results, Developmental Errors, Phonological Processes**

**Childhood Apraxia of Speech (CAS)**

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CLASS 6: GROUP WORK: ARTICULATION DISORDERS PROJECT

**(REFER TO PROJECT LIST)**

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CLASS 7: In class lecture

**READING ASSIGNMENT:** as above, in Class 3

**CLASS TOPIC: Disorders of Articulation and Phonology: Intervention, Traditional vs Phonological Process approach**

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CLASS 8: GROUP WORK: ARTICULATION DISORDERS PROJECT

**(REFER TO PROJECT LIST)**

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Motor Speech Disorders

CLASS 9 : In class lecture

**READING ASSIGNMENTS: E-reserve: Owens: P. 225, Fogle: Peds Chapter 6, 112-125, Adult, Chapter 17, 378-388,**

**E-Reserve: Fogle: Peds Chapter 6, 112-125, Adult, Chapter 17, 378-388**

**E- Reserve: Rosenbeck article: Integral Stimulation**

**ASHA Practice Portal:**

**Developmental apraxia of speech (AOS)**

<https://www.asha.org/Practice-Portal/Clinical-Topics/Childhood-Apraxia-of-Speech/>

**Acquired Apraxia**

<https://www.asha.org/Practice-Portal/Clinical-Topics/Acquired-Apraxia-of-Speech/>

**Dysarthria**

<https://www.asha.org/Practice-Portal/Clinical-Topics/Dysarthria-in-Adults/>

**CLASS TOPIC: Motor Speech Disorders: Assessment**

**DUE: Articulation Disorders Project**

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CLASS 10: GROUP WORK: MOTOR SPEECH DISORDERS PROJECT

**(REFER TO PROJECT LIST)**

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CLASS 11: In class lecture

**READING ASSIGNMENTS: AS ABOVE IN CLASS 9**

**CLASS TOPIC: Motor Speech Disorders Treatment**

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CLASS 12: GROUP WORK: MOTOR SPEECH DISORDERS PROJECT

**(REFER TO PROJECT LIST)**

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Motor Speech Disorders:  
ALTERNATIVE AND AUGMENTATIVE COMMUNICATION

CLASS 13: In class lecture

**READING ASSIGNMENTS: E-reserve: Owens, P 355-378, Fogle: P 125-129**

**ASHA Practice Portal: : Overview through reference tabs**

<https://www.asha.org/Practice-Portal/Professional-Issues/Augmentative-and-Alternative-Communication/>

**CLASS TOPIC: AAC**

**Review: Evaluation Form: <https://www.asha.org/uploadedFiles/AATSGD.pdf>**

**DUE: Motor Speech Disorders Project**

**DUE: Journal Article Choice (instructor approval due)**

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CLASS 14: Midterm Examination

**Articulation, Phonological Disorders, Motor Speech, AAC**

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## Dysphagia (Swallowing Disorders)

CLASS 15: In class lecture

**READING ASSIGNMENTS: ASHA Practice Portal: : Overview through reference tabs**

**Adult Dysphagia:**

<https://www.asha.org/Practice-Portal/Clinical-Topics/Adult-Dysphagia/>

**Class Topic: Dysphagia etiologies and assessment**

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CLASS 16: GROUP WORK: DYSPHAGIA PROJECT

**(REFER TO PROJECT LIST)**

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CLASS 17: In class lecture

**READING ASSIGNMENTS: AS ABOVE IN CLASS 15**

**Class Topic: Dysphagia Treatment**

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CLASS 18: GROUP WORK: DYSPHAGIA PROJECT

**(REFER TO PROJECT LIST)**

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## Fluency Disorders (Stuttering)

CLASS 19: In class lecture

**READING ASSIGNMENTS:**

[https://en.wikibooks.org/wiki/Speech-Language\\_Pathology/Stuttering](https://en.wikibooks.org/wiki/Speech-Language_Pathology/Stuttering)

**\*Core Behaviors**

**\*Developmental Stuttering**

**\*Measurement of Stuttering**

**\*Therapy-Preschool**

- \*Therapy-School age**
- \*Fluency shaping**
- \*Stuttering Modification**
- \*Anti Stuttering Devices: DAF Fluency Coach**

**ASHA Portal Overview through reference tabs**

**Pediatric:**

<https://www.asha.org/Practice-Portal/Clinical-Topics/Childhood-Fluency-Disorders/>

**Class Topic: Stuttering: Etiologies and Assessment**

**DYSPHAGIA PROJECT DUE**

**JOURNAL ARTICLE REVIEW DUE**

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*CLASS 20:* GROUP WORK: FLUENCY DISORDERS PROJECT

**(REFER TO PROJECT LIST)**

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*CLASS 21:* In class lecture

**READING ASSIGNMENTS: AS ABOVE IN CLASS 19**

**Class Topic: Fluency Treatment**

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*CLASS 22:* GROUP WORK: FLUENCY DISORDERS PROJECT

**(REFER TO PROJECT LIST)**

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## Voice and Resonance Disorders

CLASS 23: In class lecture

**Reading Assignments: E-reserve: Owens, P 203-227, Robb P 314-323**

**ASHA Portal Overview through reference tabs**

<https://www.asha.org/Practice-Portal/Clinical-Topics/Voice-Disorders/>

<https://www.asha.org/Practice-Portal/Clinical-Topics/Cleft-Lip-and-Palate/>

**Class Topic: Voice Etiologies and Assessment**

### **FLUENCY DISORDERS PROJECT DUE**

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CLASS 24: GROUP WORK: VOICE DISORDERS PROJECT

**(REFER TO PROJECT LIST)**

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CLASS 25: In class lecture

**READING ASSIGNMENTS: AS ABOVE IN CLASS 23**

**Class Topic: Voice Treatment**

**Laryngectomy**

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CLASS 26: GROUP WORK: VOICE DISORDERS PROJECT

**(REFER TO PROJECT LIST)**

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## Aural Rehabilitation

CLASS 27: In class lecture

**Reading Assignments: E-reserve: Robb 314-323**

**ASHA Portal Overview through reference tabs**

<https://www.asha.org/Practice-Portal/Professional-Issues/Aural-Rehabilitation-for-Adults/>

**Class Topic: Aural Rehabilitation Overview**

**VOICE DISORDERS PROJECT DUE**

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CLASS 28: GROUP WORK: Group Study for Final Exam

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Final Exam (DATE TBD)

**Reflection Paper Due**

**Observation Hours Log Due**