

Neuromotor Speech Disorders, Fall 2018

CSD 724, 2 credits

Class meeting time: 8:00 a.m. – 9:40 a.m. Mondays

Instructor: James Barge M.S. CCC-SLP

Email: jbarge@uwsp.edu

Office: 42b CPS

Phone: 346-3085

Office Hours: Sign up on my office door calendar for an appointment at any time during the semester.

Course Description

This course examines acquired dysarthria and acquired apraxia of speech (AOS) in the following areas: neurologic etiology; differential diagnosis; assessment and treatment.

ASHA Standards. Successful completion of course requirements (i.e., a grade of B or better) will result in meeting the following standards. If these standards are not met, you will receive an **Incomplete** grade in the course until met.

Articulation Area

Standard III-C

1. Explain the neural bases of dysarthria and AOS.
- 2.E. Identify differences between children and adults with neuromotor speech impairments.

Standard III-D

Prevention

1. Identify causes and risk factors for neuromotor speech disorders.

Assessment

2. List examples of formal and informal neuromotor assessment tools.

Intervention

3. Explain intervention approaches for people with dysarthria and AOS.

Standard IV-G1

- 1.c. Administer, score, and interpret tests designed to assess neuromotor speech disorders.

Standard IV-G2

- 2.c. Make treatment decisions based upon the results of clinical and instrumental assessment results.

Required text

Yorkston, K. M., Beukelman, D. R., Strand, E. A., & Hakel, M. (2010). Management of motor speech disorders in children and adults (3rd ed.). Austin, TX: PRO-ED.\

Additional required readings listed in tentative course schedule

Recommended readings ()

Course requirements

1. **Two scheduled examinations.**
 - a. **Exam 1:** this exam will count for 35% of your final grade.
 - b. **Exam 2:** this exam will count for 35% of your final grade.
- 2, **Diagnostic Project:** This project will count for 30% of your final grade.

You and a partner will each perform a motor speech examination during earmarked office times beginning the seventh week of the semester (Oct 15) The full allotment of credit for this project is contingent upon adequacy of the motor speech examination, documentation of this evaluation and completion of a differential diagnosis case study.

Course Expectations and Accommodations

1. I expect students to inform me about any disability that may impact his or her performance in this class. I will make any necessary accommodations for each student according to her or his needs.
2. I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates which you will need to change course requirements.

Safety Information

In the event of a medical emergency, call 911 or use red emergency phone located in the middle hallway in the department. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure which is the middle hallway in the department. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the College of Professional Studies Sign on the Fourth Avenue. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.

Grades

I determine grades by converting accumulated points into percentage scores. I assign percentage scores to letter grades using the following scale.

A	95-100		B-	80-82.99
	90-94.99		C+	77-79.99
A-				
B+	87-89.99		C	73-76.99
B	83-86.9		C-	70-72.99

Tentative Course Sequence

<u>Dates</u>	<u>Topic</u>	<u>Required Reading</u>
<u>Section 1 Neurology, Motor Speech Disorders, Differential DX</u>		
9-10	Goals of Course, Introduction to MSD, Neurological Bases of MSD	Yorkston 1 Motor Speech Disorders and the Diagnosis of Neurologic Disease, Duffy ASHA Leader 11-2008 (Motor Speech Disorders, 3 rd edition Joseph R. Duffy chapters 1 and 2)
9-17	Neurological Bases of MSD continued	Neuroanatomical Review of Mechanisms Important to Speech Motor Control, Farinella-Bocian, Strand, Benarroch
9-24	Types of Dysarthria, Differential Diagnosis	Yorkston 1,3
10-1	Differential diagnosis continued	Yorkston 3
10-8	Conditions Associated with MSD	Yorkston 13 Multiple Factors Are Involved in the Dysarthria Associated With Parkinson's Disease: A Review with Implications for Clinical Practice and Research Shimon Shapir Journal of Speech, Language and Hearing Research, August 2014
10-15	Assessment of Motor Speech Disorders	Yorkston 2 Motor Speech Disorders Evaluation American Speech-Language-Hearing Association (ASHA) - Template

10-22	Case Studies and Review	
10-29	Exam 1 MSD	
<u>Section 2 management, treatment</u>		
11-5	Management of Respiration	Yorkston 6
11-12	Management of Laryngeal and Velopharyngeal Impairments	Yorkston 7,8
11-19	Treatment Planning in MSD	Yorkston 4 Mind Over Motor March 2017 ASHA Leader. J. Rosenbek Focus on Function Using the ICF For Functional Goal setting for Dysarthria (ASHA) Person-Centered Focus on Function Dysarthria (ASHA) (Evidence Supporting Dysarthria Intervention: An Update of Systematic Reviews K. Yorkston Sig2perspectives.pubs.asha.org)
11-26	Articulation, Rate, Naturalness	Yorkston 8, 9
12-03	Treatment of AOS	Yorkston 12 Person-Centered Focus on Function: Acquired Apraxia of Speech (ASHA) Advances in the Treatment for Acquired Apraxia of Speech Wambaugh, Mauszycki, Ballard Sig2perspectives.pubs.asha.org
	Childhood Dysarthria (CP)	Yorkston 11
12-10	Enhancing social function in MSD	Yorkston 10
Final	Exam 2	