

Neuromotor Speech Disorders, Fall 2016

CSD 724, 2 credits

Class meeting time: 8:00 a.m. – 9:40 a.m. Monday CPS 210

Professor: Julia King, Ph.D., Julia.King@uwsp.edu

Office: 037 CPS

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

Course Description

This course examines developmental and 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.\

Required readings on E-reserve

- Block, S., & Wilkinson, R. (2011). Acquired dysarthria in conversation: Methods of resolving understandability problems. *International Journal of Language and Communication Disorders*, 46, 510-523.
- Clark, H. M. (2003). Neuromuscular treatments for speech and swallowing: A tutorial. *American Journal of Speech-Language Pathology*, 12, 400-415.
- Hustad, K. C., Gorton, K., & Lee, J. (2010). Classification of speech and language profiles in 4-year-old children with cerebral palsy: A prospective preliminary study. *Journal of Speech, Language, and Hearing Research*, 53, 1496-1513.
- King, J. M., Watson, M., & Lof, G. L. (2012). Practice patterns of speech-language pathologists assessing intelligibility of dysarthric speech. *Journal of Medical Speech-Language Pathology*, 20, 1-10.
- Mass, E., Robin, D. A., Austermann Hula, S. N., Freedman, S. E., Wulf, G., Ballard, K. J., & Schmidt, R. A. (2008). Principles of motor learning in treatment of motor speech disorders. *American Journal of Speech-Language Pathology*, 17, 277-298.
- Patel, R., Connaghan, K., Franco, D., Edsall, E., Forgit, D., Olsen, L., Ramage, L., Tyler, E., & Russell, S. (2013). "The Caterpillar": A novel reading passage for assessment of motor speech disorders. *American Journal of Speech-Language Pathology*, 22, 1-9.

Recommended Resources

- Dikeman, K. J., & Kazandjan, M. S. (2003). Communication and swallowing management of tracheostomized and ventilator dependent adults (2nd ed.). Delmar Learning.
- Yorkston, K. M., Miller, R. M., Strand, E. A., & Britton, D. (2013). *Management of speech and swallowing in degenerative diseases* (3rd ed.). Austin, TX: PRO-ED.

Desire2Learn (D2L)

The syllabus and several resources will be available on Desire2Learn for this course. I will also have grades available in the Grades section.

Course requirements

1. **Neurology learning experience:** The assessment will count for 10% of your final grade.
2. **Two scheduled examinations.**
 - a. **Exam 1:** this exam will count for 30% of your final grade.
 - b. **Exam 2:** this exam will count for 30% of your final grade.
3. **Treatment Project:** This project will count for 30% of your final grade and is due no later than 12/5/16.

- a. Find *recent* published original evidence to support treatment for a person with dysarthria (i.e., developmental or acquired) **and** evidence to support treatment for a person with acquired apraxia of speech. You may choose any type, severity or etiology of the neuromotor speech disorder.
- b. Project Paper – This paper will have 3 parts. Part one is an annotated bibliography of the evidence. Part two is a comparison and contrast summary of the evidence (i.e., 5 points minimum). Part three is a lesson plan. The lesson plan can be for a person with dysarthria or a person with AOS but must be based on the evidence that you found.

Course Expectations and Accommodations

1. I expect clear and concise written language for all course requirements. I grade all assignments on writing content (vocabulary, word usage) and writing style (spelling, grammar structure, paragraph cohesion). I encourage anyone needing help with written language to contact me early in the semester to discuss ways to improve your writing. I also recommend making an appointment at the Tutoring-Learning Center located in the Learning Resources Center, 346-3568.
2. 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.
3. 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
A-	90-94.99		C+	77-79.99
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> (Recommended)
9/12	Neuromotor Speech Disorders Neurology bases	Yorkston 1
9/19	Neurology	Clark (2003); Mass, Robin, Austermann Hula, Wulf, Ballard, & Schmidt (2008)
9/26	Common causes of neuromotor speech disorders	(Webb/Adler 1, 3, 6-8)
10/3	Case examples, <u>Neurology learning exercise at 9:00 am</u>	
10/10	Dysarthria types	Yorkston 3, 11, 13
10/17	Dysarthria types	Hustad, Gorton, & Lee (2010)
10/24	Assessment	Yorkston 2, 4 Patel, et al. (2013) King, Watson, & Lof (2012)
10/31	Respiration, Phonation, VP Tracheostomy/Ventilators	Yorkston 5, 6, 7 (Dikeman 1-4)
11/7	Exam 1	
11/14	Articulation, Rate, Naturalness	Yorkston 7, 8, 9
11/21	AOS	Yorkston 12
11/28	AOS	
12/5	AOS	
12/12	Treatment planning	Yorkston 10

Bloch & Wilkinson (2011)

8:00 am – 10:00 am

12/20

Exam 2

#9 final time