

## Neuromotor Speech Disorders, Fall 2021

CSD 724, 2 credits

**Class meeting time:** 8:00 a.m. – 9:40 a.m. Mondays in CPS 024

**Professor:** Julia Fischer, Ph.D., [jfischer@uwsp.edu](mailto:jfischer@uwsp.edu)

**Office:** 037 CPS

**Office Hours:** Bookings site for meeting requests:

<https://outlook.office365.com/owa/calendar/UWSPCSDDepartmentJuliaFischer@uwspedu.onmicrosoft.com/bookings/>

**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 intervention.

### Required Textbook and Resource

Freed, D. B. (2020). *Motor Speech Disorders: Diagnosis and Treatment* (3rd ed.). San Diego, CA: Plural Publishing.

Plural+Plus Companion Website, *Motor Speech Disorders: Diagnosis and Treatment* (3rd ed.).

### Learning Objectives:

Through this course, students will:

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| <ul style="list-style-type: none"><li>• Demonstrate knowledge of dysarthria and acquired apraxia of speech, including etiologies and characteristics.</li></ul>   |
| <ul style="list-style-type: none"><li>• Demonstrate current knowledge of principles and methods of motor speech assessment for children and adults, including appropriate assessment procedures, adaptations to meet the needs of individual receiving services, culturally competent assessment approaches, and strategies for collaborating effectively with individuals with motor speech disorders, their family members, and other communication partners.</li></ul> |
| <ul style="list-style-type: none"><li>• Demonstrate current knowledge of principles and methods of motor speech intervention for children and adults, goal setting, instructional procedures, evaluation of progress, and</li></ul>   |

strategies for collaborating effectively with individuals with motor speech disorders, their family members, and other communication partners.

- Demonstrate current knowledge of principles for effective, culturally competent motor speech services and interprofessional team-based collaboration.

### Course Outcomes

Upon successful completion of this course, as determined by course participation and course requirements, you should meet the following 2020 ASHA Standards. All of these standards must be met, or you will receive an incomplete grade in the course until they are met. A grade of “B” or better is required to meet the standards.

2020 ASHA Standards related to CSD 724 course content are underlined and italicized, see <https://www.asha.org/Certification/2020-SLP-Certification-Standards/> for additional information about SLP standards.

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: • speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification; • fluency and fluency disorders; • voice and resonance, including respiration and phonation; • receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing; • hearing, including the impact on speech and language; • swallowing/feeding, including structure and function of orofacial myology, oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span; • cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning; • social aspects of communication, including challenging behavior, ineffective

social skills, and lack of communication opportunities; and • augmentative and alternative communication modalities.

Standard IV-D: Prevention - Identify causes and risk factors for neuromotor speech disorders.

Assessment: List examples of formal and informal neuromotor speech assessment tools.

Intervention: Explain intervention approaches for people with dysarthria and AOS.

Standard V-B: 1. c. Administer, score, and interpret tests designed to assess neuromotor speech disorders. 2. Make treatment decisions based upon the results of clinical and instrumental assessment results and evidence in the literature.

#### **Required readings (will be added to e-Reserve on Canvas)**

Allison, K. M., Cordella, C., Iuzzini-Seigel, J., & Green, J. R. (2020). Differential diagnosis of apraxia of speech in children and adults: A scoping review. *Journal of Speech, Language, and Hearing Research, 63*, 2952-2994.

Mahr, T. J., Rathouz, P. J., & Hustad, K. C. (2020). Longitudinal growth in intelligibility of connected speech from 2 to 8 years in children with cerebral palsy: A novel Bayesian approach. *Journal of Speech, Language, and Hearing Research, 63*, 2880-2893.

#### **Optional readings (will be added to e-Reserve on Canvas)**

Romano, N., Federici, M., & Castaldi, A. (2019). Imaging of cranial nerves: A pictorial overview. *Insights into Imaging, 10*:33, 1-21. doi:10/1186/s13244-019-0719-5

Park, S., Theodoros, D., Finch, E., & Cardell, E. (2016). Be Clear : A New Intensive Speech Treatment for Adults with Nonprogressive Dysarthria. *American Journal of Speech-Language Pathology, 25*(1), 97–110. doi: 10.1044/2015\_ajslp-14-0113

#### **Recommended Resources**

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.

A neuro for SLP textbook such as:

LaPointe, L. L. (2012). *Atlas of Neuroanatomy for Communication Science and Disorders*.

New York: Thieme Medical Publishers.

Felton, D. L., & Summo Maida, M. (2019). *Netter's neuroscience coloring book*.

Philadelphia: Elsevier.

### **Canvas**

The syllabus, PowerPoint handouts, resources, assignments, exams, and grades will be available on Canvas.

### **Course requirements**

1. **Neurology quiz:** 10% of final grade.
2. **Dysarthria exam:** 25% of final grade.
3. **Dysarthria/Apraxia of Speech exam:** 25% of final grade.

**Assessment Project:** due no later than **10/18/2021**. This project will be worth 20% of your final grade.

**Option 1** – Live: Part A - You will administer the AIDS intelligibility test to another person after critically reading the administration manual. You will have another person transcript the words and sentences. You will score the test by calculating the speaker's level of intelligibility at the word and sentence level. Part B - You administer the ABA-2 after critically reading the administration manual, complete the recording form and score his performance.

**Option 2** – Video recordings: Part A: You will watch a video demonstrating administration of the AIDS intelligibility test. You will calculate the speaker's level of intelligibility at the word and sentence level. Part B: You will watch a video demonstrating administration of the ABA-2. You will complete the recording form and score his performance.

**Options 1 and 2** - Part C: Turn in your completed assessment forms and a typed reflection paper describing what you learned from completing this project (i.e., 1-2 double-spaced pages). You must complete the entire test form for full points (HINT: this includes the name of the person tested, examiner, test date, etc.).

4. **Treatment Project:** This project will count for 20% of your final grade and is due no later than 12/6/2021.

Find 2 recent research articles about dysarthria treatment and/or AOS treatment (copyright later than 2011). Summarize each article by detailing the treatment and results of the study as well as including a complete APA reference. In addition, provide 2 points of comparison (i.e., how were they the same) and 2 points of contrast (i.e., how were they different) related to **the results** of the studies. For contrasting, include how they are different and then give examples of those differences. Example: coffee and tea are different in their 1) taste and 2) raw state appearance. 1) Coffee is often bitter tasting while tea can be savory or sweet. 2) Coffee's raw state is beans; tea comes from tea leaves.

### Grades

I determine grades by converting accumulated points into percentage scores. I assign percentage scores to letter grades as follows. A grade of 'B' or higher is considered passing in this graduate program.

A	95-100	B-	80-82
A-	90-94	C+	77-79
B+	87-89	C	73-76
B	83-86	C-	70-72

### Student Concerns

If a student has a concern about a course or instructor, the first step is to talk to the instructor. If the situation remains unresolved, the student should talk to the Department Chair of the department in which the course is taught. Because I am the current Department Chair in the Communication Sciences and Disorders Department, students with any concerns about me as the instructor of the course should contact the Assistant Dean of the School of Health Sciences and Wellness or the Dean of the College of Professional Studies. Students can also contact the Dean of Students in 212 Old Main.

**Professor Fischer's expectations of students taking this course:**

1. She expects you will attend all scheduled classes for this course. You are responsible for all material presented in class. Please contact her if you will miss class for an extended period of time.
2. She expects you to act professionally in class and out of class. Your behavior should reflect decisions you would make similar to working at a job in this profession. Use formal professional language in all correspondence and communication. *She expects phones to be turned off and put away during class. If you are expecting a call and feel you need to answer during class, talk to her before the class begins. Texting is prohibited during class. She also expects email and social media to be closed at all times.*
3. She expects you to complete *all required readings* and stay current with your readings and assignments to perform your best on course requirements.
4. She expects you meet all course requirement due dates. You must contact Professor Fischer **before** missing a deadline or you will receive a failing grade on that requirement.
5. She expects clear and concise written language for all course requirements. Written correspondence is often the method of communication among professionals. Your written language reflects your knowledge, attitude, dedication, and work ethic. Assignments are graded on language content (vocabulary, word usage) and writing style (spelling, grammatical structure, paragraph cohesion). Anyone needing help with written language is encouraged to contact Professor Fischer early in the semester to discuss ways to improve your written expression. She also suggests making an appointment at the Tutoring-Learning Center located in the University Learning Resources Center, 715-346-3568.
6. Inform Professor Fischer about any disability that may impact your performance in this class. She will make any necessary accommodations for each student according to their needs. Students with disabilities should contact the Office of Disability Services during the first 2 weeks of the semester to request accommodations.
7. Notify Professor Fischer within the first 3 weeks of the semester to request a change to course requirements for religious beliefs according to UWS 22.

8. Lecture materials and recordings for CSD 724 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **Safety Information**

#### Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that by university policy unless everyone is wearing a face covering, in-person classes cannot take place. Failure to adhere to this requirement could result in formal withdrawal from the course.

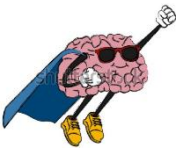
#### Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service.
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.

- *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. 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/rmqt](http://www.uwsp.edu/rmqt) for details on all emergency responses at UW-Stevens Point

### Course Schedule

Date	Topic	Reading & Companion Website Slides, Image Bank
9/2	Motor Speech Disorders, Motor system	Chapters 1, 2
9/13	Watch videos of dysarthria speakers, identify characteristics, Motor system	Chapters 1, 2
9/20	Motor system	Chapter 2; Romano, Federici & Castaldi
9/27	Motor system	
Week of October 4th	<b>Neurology Quiz</b> 	<b>Canvas</b>
10/4	Evaluation of motor speech disorders	Chapter 3
10/11	Evaluation of motor speech disorders	Chapter 3
10/18	Flaccid Dysarthria	Chapter 4
10/25	Spastic Dysarthria, UUMN Dysarthria	Chapters 5, 6



		Park et al., (2016)
11/1	Ataxic Dysarthria	Chapter 7
Week of November 8th	<b>Dysarthria Quiz</b>	
11/8	Hypokinetic Dysarthria, Hyperkinetic Dysarthria	Chapters 8, 9
11/15	Mixed Dysarthria	Chapter 10 Mahr et al., (2020)
11/22	AOS	Chapter 11 Allison et al., (2020)
11/29	AOS	Chapter 11
12/6	Differential Diagnosis	
Final exam week	<b>Dysarthria/Apraxia of Speech Exam</b>	