**Neuromotor Speech Disorders, Fall 2019**

**CSD 724, 2 credits**

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

**Professor:** Julia Fischer, Ph.D., jfischer@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 2020 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 all are met.

**Articulation Area**

Standard IV-C

Explain the neural bases of dysarthria and AOS.

Identify differences between children and adults with neuromotor speech impairments.

Standard IV-D

Prevention

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

Assessment

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

Intervention

3. 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 textbook**

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.).

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

Allison, K. M., & Hustad, K. C. (2018). Data-driven classification of dysarthria profiles in children

 with cerebral palsy. *Journal of Speech, Language, and Hearing Research, 61*(12), 2837-2853.

doi.org/10.1044/2018\_JSLHR-S-17-0356

Molloy, J., & Jagoe, C. (2019). Use of diagnostic criteria for acquired apraxia of speech: A

 scoping review. *International Journal of Language and Communication Disorders.*

DOI:10.1111/1460-6984.12494

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

# Recommended Resources

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

 York: Thieme Medical Publishers.

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.

**Canvas**

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

**Course requirements**

1. **E-Quiz on neurology and the motor speech system:** The assessment will count for 15% of your final grade.
2. **Two examinations**.
	1. **Exam 1:** this exam will count for 25% of your final grade.
	2. **Exam 2:** this exam will count for 25% of your final grade.

3. **Assessment Project**: due no later than 10/21/19. Administer a formal and an informal intelligibility speech test and compare results. I will provide more information about this assignment on a separate handout. This project will be worth 15% of your final grade.

1. **Treatment Project:** This project will count for 20% of your final grade and is due no later

than 12/2/19. More information to come…..

**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/Associate Dean of the department in which the course is taught. Because I am the current Associate Dean/Chair in the School of Communication Sciences and Disorders, students with any concerns about me as the instructor of the course should contact the Dean of the College of Professional Studies in CPS 110. Students can also contact the Dean of Students in 212 Old Main.

**Course Expectations**

1. I intent to present information and conduct class without bias (i.e., racism, ableism, homophobia, transphobia, sexism, or general hatefulness). I want to make every student feel safe, valued, and included in every class. I expect this conduct from you.
2. I expect you will attend all scheduled classes for this course. Please contact me if you will miss class. Each student is responsible for all material presented in class.
3. I expect you to be present for all scheduled exams. A doctor’s excuse is required to reschedule an exam. In addition, you must contact me **before** missing the exam to schedule another meeting or you will receive a failing grade on that exam.
4. I expect ethical and professional behavior in my classes from everyone. Professional behavior includes the following:
* Taking advantage of your resources
* Asking for help and clarification when needed
* Adhering to the standards of academic honesty (engaging in plagiarism or other forms of academic dishonesty will result in consequences that may include a failing grade, and/or suspension or dismissal from UWSP. I do not tolerate any form of cheating. University consequences can be found on the Dean of Students’ website.
* Making an appointment with me to talk about any of your grades or concerns in this class as soon as possible
* Use of professional titles, formal fonts, professional wording, correct punctuation and appropriate tone in any interaction or correspondence related to your participation in this course (i.e., email, voicemail, face-to-face interactions). For example, calling or referring to a professor or instructor by his or her last name is unprofessional.

5. I expect **all phones and electronic equipment** to be turned off and put away during class. I expect that any form of technology will be stored in a pocket or bag during class. If you have an emergency and need to be reached during class time, please let me know before the start of class. In all other situations, receiving and making phone calls during class is not professional. Texting during class or checking a phone for messages/postings is also unprofessional and should not occur. If you choose to use a tablet or laptop computer to take notes in class, do not have social media programs open. Social media is not relevant to the course content and could distract other students as well as your attention from course content. I do not recommend multitasking during class. **Students learn best from hand-writing lecture notes** because the right hemisphere of the brain is activated, and content is summarized rather than transcribed.

6. I expect students to meet these expectations. If a student does not meet these expectations, I will not write a letter of recommendation for that person (e.g., scholarships, graduate school applications).

7. I expect students to inform me about any disability that may affect their performance in this class. I will make any necessary accommodations for each student according to her or his needs. Students with disabilities should contact the Office of Disability Services during the first 2 weeks of the semester to request accommodation in this class and bring me a letter indicating the need and type of accommodation.

8. 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 that you will need to change course requirements.

**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 school program.

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

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

**Tentative Course Sequence**

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| **Date** | **Topic** | **Reading & Companion Website Slides, Image Bank** |
| 9/9 | Motor Speech Disorders, Motor system | Chapters 1, 2 |
| 9/16 | Motor system | Chapter 2 |
| 9/23 | Motor system |  |
| 9/30 | **E-Quiz** on motor systemEvaluation of motor speech disorders | Chapter 3 |
| 10/7 | Evaluation of motor speech disorders |  |
| 10/14 | Flaccid Dysarthria | Chapter 4 |
| 10/21 | Spastic Dysarthria, UUMN Dysarthria | Chapters 5, 6 |
| **10/28** | **Exam 1**  |  |
| 11/4 | Ataxic Dysarthria | Chapter 7 |
| 11/11 | Hypokinetic Dysarthria, Hyperkinetic Dysarthria | Chapters 8, 9 |
| 11/18 | Mixed Dysarthria | Chapter 10 |
| 11/25 | AOS | Chapter 11 |
| 12/2 | AOS |  |
| 12/9 | Differential Diagnosis |  |
| **12/17** | **Exam 2** | **12:30-2:30 pm** |