

Neuromotor Speech Disorders, Fall 2017

CSD 724, 2 credits

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

Instructor: James Barge M.S. CCC-SLP

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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 33% of your final grade.
 - b. **Exam 2:** this exam will count for 33% of your final grade.
- 2, **Treatment Project:** This project will count for 34% of your final grade and is due no later than *12/4/16*.
 - a. Find *recent* published original evidence to support treatment for a person with dysarthria (i.e., developmental or acquired) **or** 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 2 parts. Part one is a comparison and contrast summary of the evidence (i.e., 5 points minimum). Part two 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

Dates

Topic

Required Reading

Section 1 Neurology, Motor Speech Disorders, Differential DX

9/11	Goals of Course, Neuro basis	Yorkston 1 Motor Speech Disorders and the Diagnosis of Neurologic Disease, Duffy ASHA Leader 11-2008
9/16	Assessment of Motor Speech Disorders	Yorkston 2 Motor Speech Disorders Evaluation American Speech-Language-Hearing Association (ASHA) - Template
9/25	Types of Dysarthria, Differential Diagnosis	Yorkston 1,3
10/2	Differential Diagnosis	Yorkston 3
10/9	Conditions Associated w/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

10/16 Case Studies and Review

10/23 **Exam 1 MSD**

Section 2 management, treatment

10/30 Management of Respiration Yorkston 6

11/6 Management of Laryngeal and
Velopharyngeal Impairments Yorkston 7,8

11/13 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)

11/20 Articulation, Rate, Naturalness Yorkston 8, 9

11/27 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

12/4	Childhood Dysarthria (CP)	Yorkston 11
12/11	Enhancing social function in MSD	Yorkston 10
Final	Exam 2	