NEUROMOTOR SPEECH DISORDERS
SPH 575, Fall 2013

Instructor: Jeannette D. Hoit, Ph.D., CCC-SLP
Phone: 621-7064
Time/Place: 8:00-9:15 TTh / SLHS 409
Office Hrs: anytime by appointment
Office: SLHS 507
Email: hoit@email.arizona.edu

Learner Outcomes: Upon completion of this course, students will be able to:

1. describe the nature of neuromotor speech disorders, including dyspraxia of speech and five categories of dysarthria;
2. describe the principles and methods involved in evaluating and managing clients with neuromotor speech disorders;
3. generate specific evaluation plans and a management plans for clients with different forms of neuromotor speech disorders.
4. demonstrate knowledge of ethical conduct and contemporary professional issues.
5. demonstrate professional oral and written skills.


Requirements: Requirements include participation in class discussions and activities and completion of assignments and exams (details given below)

Grading: A standard grading scale will be used (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = E). There will be no re-grading.

Course Outline: (Subject to modest revision)

Aug 27 Overview, Review, and Preview
Aug 29 Normal Speech Motor Control Ch. 1 & 2
Sept 3 Principles of Evaluation and Management of Neuromotor Speech Disorders Ch. 3 (& 15)
ARTICLE SUMMARY DUE
Kent, Kent, & Rosenbek (1987)
Patel et al. (2013)
Yorkston, Bombardier, & Hammen (1994)
Eadie et al. (2006)
Sept 10 Principles of Evaluation and Management of Neuromotor Speech Disorders Ch. 16 & 17
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors</th>
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<tbody>
<tr>
<td>Sept 12</td>
<td><strong>Case #1 (write up this case)</strong></td>
<td>Bunton, Kent, Duffy, Rosenbek, &amp; Kent (2007)</td>
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<td><strong>Sussman &amp; Tjaden (2012)</strong></td>
<td>Clark (2003)</td>
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<td><strong>Beukelman &amp; Mirenda (1992)</strong></td>
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<td>Sept 17</td>
<td><strong>Neuroplasticity and Implications for Rehabilitation</strong></td>
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<td><strong>Cynthia M. Fox, PhD, CCC-SLP</strong></td>
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<td>Sept 19</td>
<td><strong>CASE #2 (write up this case)</strong></td>
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<td></td>
<td><strong>Janet Hawley, MS, CCC-SLP</strong></td>
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<td></td>
<td><strong>Jones et al. (2006)</strong></td>
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<td>Sept 24</td>
<td><strong>Holli Horak, MD</strong></td>
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<td></td>
<td><strong>ALS Update</strong></td>
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<td><strong>pp. 247-251</strong></td>
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<td>Sept 26</td>
<td><strong>Flaccid Dysarthria</strong></td>
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<td><strong>Liss, Kuehn, &amp; Hinkle (1994)</strong></td>
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<td><strong>Evaluation Tool: Oral Speech Mechanism Screening Examination - 3</strong></td>
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<td>Oct 1</td>
<td><strong>Flaccid Dysarthria</strong></td>
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<td><strong>Hakel, Beukelman, Fager, Green, &amp; Marshall (2004)</strong></td>
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<td>Oct 3</td>
<td><strong>Spastic Dysarthria</strong></td>
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<td><strong>Case #1 Report Due</strong></td>
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<td><strong>Marchant, McAuliffe, &amp; Huckabee (2008)</strong></td>
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<td>Oct 8</td>
<td><strong>Ataxic Dysarthria / Unilateral UMN Dysarthria</strong></td>
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<td><strong>Van Nuffelen, Bodt, Wayts, &amp; Van de Heyning (2009)</strong></td>
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<td><strong>Evaluation Tool: Frenchay Dysarthria Assessment</strong></td>
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<td>Oct 10</td>
<td><strong>Hypokinetic Dysarthria</strong></td>
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<td><strong>Case #2 Report Due</strong></td>
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<td><strong>Ho, Bradshaw, &amp; Iansek (2008)</strong></td>
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<td><strong>Griffiths, Barnes, Britten, &amp; Wilkinson (2012)</strong></td>
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<td>Oct 15</td>
<td><strong>Hypokinetic</strong></td>
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<td><strong>Halpern et al. (2012)</strong></td>
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<td>Oct 17</td>
<td><strong>MIDTERM EXAM</strong></td>
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<td>Oct 22</td>
<td><strong>Case #3</strong></td>
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<td><strong>Cass Faux, MS, CCC-SLP</strong></td>
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Oct 24  Case #3 continued  
Cass Faux, MS, CCC-SLP

Oct 29  Hyperkinetic Dysarthria  Ch. 8
Dykstra, Adams, & Jog (2007)

Oct 31  Hyperkinetic Dysarthria  
Evaluation Tool: Assessment of Intelligibility of Dysarthric Speech

Nov 5  Mixed Dysarthria  Ch. 10
Yorkston et al. (2007)

Nov 7  Mixed Dysarthria  
Hanson, Yorkston, & Britton (2011)  
Evaluation Tool: Apraxia Battery for Adults

Nov 12  Principles of Motor Learning  Maas et al. (2008)
Edwin Maas, PhD

Nov 14  Ventilator-Supported Speech (Telerounds #39)  Hixon et al. (1983)
No class!! Hoit et al. (2006)  
Watch Telerounds #39 on your own

Nov 19  Ventilator-Supported Speech  
McAuliffe & Ward (2006)  
Light, Dattilo, English, Gutirrez, & Hartz (1992)

Nov 21  Ventilator-Supported Speech  Hoit et al. (2002)

Nov 26  Case #4 (do not write up)  
Wambaugh, Nessler, Cameron, & Mauszychi (2012)  
Preston, Brick, & Landi (in press)  

Nov 28  Thanksgiving – no class

Dec 3  Dyspraxia of Speech  Ch. 11 & 18  
Marja-Liisa Mailend, MA  
Rosenbek et al. (1973)

Dec 5  Management of Childhood Apraxia of Speech  
Kimberly A. Farinella, PhD, CCC-SLP

Dec 10  FINAL EXAM DUE (8:00 am)
Explanation of Assignments and Exams

The following assignments and exams have been designed with two general purposes in mind: (a) to increase your knowledge of neuromotor speech disorders, and (b) to give you opportunities to develop and practice skills that will be critical to your professional success (i.e., writing and oral presentations). They represent a wide range of formats and performance demands.

**Short Oral Presentation (10 points) and Article Summary (5 points)**
Each of you will be responsible for giving a short presentation on one of the assigned articles. Your presentation must not exceed 5 minutes (I’m strict about this!). It needs to be an accurate report of the contents of your selected reading and should be well-organized, "meaty," and easily understood. You should use visual aids (powerpoint slides) that are simple and uncluttered and have font large enough to read. Your delivery should be characterized by clear and fluent speech, appropriate rate of speech, and good posture and eye contact. You will be expected to lead a brief but active discussion of the article following your talk (one of your classmates will be designated as a responder).

Your article summary should be 1-2 pages long, single-spaced. For most articles, the summary will include sections titled Introduction, Method, Results, and Discussion (this format may not be appropriate for one or two of the articles I’ve assigned). Title the article summary with the full reference; for example, “Smith, J., and Jones, R. (2009). The effect of intention on intelligibility. *American Journal of Speech-Language Pathology, 15*, 213-220.” The summary may be in prose or outline form, but it needs to be understandable to someone who may not have read the article. Turn in a hard copy and submit an electronic copy to D2L via the Dropbox. For the Dropbox, please title your file with author(s) and year; for example "Smith et al. (2002)."

**Group Presentation of an Evaluation Tool (5 points)**
Each Evaluation Tool Group will be responsible for presenting a clinical tool designed for evaluation of neuromotor speech disorders. The presentation should include a(n): (1) explanation of the tool, (2) demonstration of its use, (3) critique of its value (i.e., your opinion of its pros and cons), and (4) handout designed to be helpful to your classmates when using the tool in the future (for example, an outline of procedures and/or main points; not a copy of powerpoint slides). I expect these presentations to be no longer than 10 minutes, plus 5 minutes class discussion.

**Case Reports (40 points)**
Each Case Report Group will be responsible for writing up reports Cases #1 and #2 presented in class (each report is worth 20 points). The report will be due 3 weeks from the date the case is presented. Thus, Case #1 will be due on October 3rd and Case #2 will be due on October 10th. Each report will be turned in and signed by all members of the group; thus, your grade will reflect the group's effort. The reports must include a section on Observations, Evaluation Plan, and Management Plan. The contents of the reports will be discussed in more detail in class.

**Midterm Exam (20 points)**
This will be an in-class exam.

**Final Exam (20 points) – due December 10 by 8:00 am**
The final will be a take-home exam. I will give it out approximately 2 weeks before the due date.
Class Policies

1. Please turn off all cell phones and pagers during class. If you must take a call for emergency purposes, please do so by placing your phone’s ringer on silent or vibrate and leave the room to answer your phone.

2. Incomplete Grade Policy: Incomplete grades will be given ONLY in special circumstances as outlined in the university’s policy. See: http://catalog.arizona.edu/2006-07/policies/grade.htm

3. Accessibility and Accommodations: It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

4. All students are expected to know and abide by the Policy Against Plagiarism and Code of Academic Integrity. The complete code can be found at: http://deanofstudents.arizona.edu/codeofacademicintegrity
All credit will be forfeited for any academic work completed for this class that violates the code.

5. Threatening Behavior: Threatening behavior is prohibited at the University of Arizona. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. See http://policy.web.arizona.edu/threatening-behavior-students for the University’s policy.

6. Statement of Copyrighted Materials: Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor to the student are original materials and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University’s Intellectual Property Policy (available at http://www.ott.arizona.edu/uploads/ip_policy.pdf). Violations of the instructors copyright may result in course sanctions and violate the Code of Academic Integrity.

7. Attendance: Students are expected to attend class unless there is an unavoidable circumstance such as illness or emergency.

8. Change in Syllabus: This syllabus is a tentative document and is subject to change with reasonable advance notice. The policies on grading will NOT change.
### ASHA Standard III – SPH 575

<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>Assessment Method</th>
<th>Standard III</th>
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| Describe the nature of neuromotor speech disorders, including dyspraxia of speech and five categories of dysarthria. | In-class exam Take-home exam                                                      | A: Knowledge of basic human processes  
B: Knowledge of nature of speech, language, hearing and comm. disorders  
C: Prev & assessment  
D: Ethical conduct  
E: Research principles  
F: Prof Issues  
G: Prof Cred.  
H: Oral  
B1: Write  
B2: Write |
| Describe the principles and methods involved in evaluation and managing clients with neuromotor speech disorders. | In-class exam Take-home exam Oral presentation                                     | √ A: Knowledge of basic human processes  
B: Knowledge of nature of speech, language, hearing and comm. disorders  
C: Prev & assessment  
D: Ethical conduct  
E: Research principles  
F: Prof Issues  
G: Prof Cred.  
H: Oral  
B1: Write  
B2: Write |
| Generate specific evaluation plans and a management plans for clients with different forms of neuromotor speech disorders. | Class discussions Case reports                                                     | √ A: Knowledge of basic human processes  
B: Knowledge of nature of speech, language, hearing and comm. disorders  
C: Prev & assessment  
D: Ethical conduct  
E: Research principles  
F: Prof Issues  
G: Prof Cred.  
H: Oral  
B1: Write  
B2: Write |
| Demonstrate knowledge of ethical conduct and contemporary professional issues. | Class discussions Case reports                                                     | √ A: Knowledge of basic human processes  
B: Knowledge of nature of speech, language, hearing and comm. disorders  
C: Prev & assessment  
D: Ethical conduct  
E: Research principles  
F: Prof Issues  
G: Prof Cred.  
H: Oral  
B1: Write  
B2: Write |
| Demonstrate professional oral and written skills.                               | Take-home exam Case reports Oral presentations                                     | √ A: Knowledge of basic human processes  
B: Knowledge of nature of speech, language, hearing and comm. disorders  
C: Prev & assessment  
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E: Research principles  
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H: Oral  
B1: Write  
B2: Write |

#### Correlates

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<th>Anatomical/physiological</th>
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