SLHS 575: Neuromotor Speech Disorders
SLHS 409; Tues/Thurs 8:00-9:15 am

Instructor and Contact Information
Jeannette D. Hoit, PhD, CCC-SLP
SLHS 529; 621-7064; hoit@email.arizona.edu
Office Hours: Anytime by appointment or drop in

Course Objectives and Expected Learning Outcomes
Upon completion of this course, students will be able to:

1. describe the nature of dysarthria and dyspraxia of speech;
2. discuss the principles and methods for evaluating and managing clients with neuromotor speech disorders;
3. generate specific evaluation and management plans for clients with neuromotor speech disorders.
4. demonstrate knowledge of ethical conduct and professional issues.
5. demonstrate professional oral and written skills.

Also see ASHA Learner Outcomes on last page of this syllabus.

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at http://catalog.arizona.edu/2015-16/policies/classatten.htm

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

Participating in the course and attending lectures and other course events are vital to the learning process. As such, it is necessary to attend class to gain the full benefits of the course.

Required Text and Readings

Other required readings will be available on D2L.
Assignments and Examinations:

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.

Article Summary: Written (5 points) and Oral (10 points)
Each of you will be responsible for knowing the contents of one article and sharing it with your classmates in written and oral form.

Written: Write a summary of your article that is 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). At the top of the first page, title the summary with the full reference; for example, “Smith, J., Arthur, M., and Jones, R. (2009). The effect of coffee 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 completely understandable to someone who has not read the article. Submit an electronic copy to D2L via the Dropbox (.doc or .docx format). For the Dropbox, please title your file with author(s) and year; for example “Smith et al. (2009).” This is due on August 30, 2016.

Oral: Be prepared to summarize the important points of your article in class at any time. At an appropriate point in the course, I will ask you to speak briefly about your article. For example, if you have an article on treatment of ataxic dysarthria, I will likely ask you to comment on it during the section on Ataxic Dysarthria. Your presentation does not need to be formal; however, you will want to be prepared by having some notes available. In some cases, it may be a good idea to have a visual or two, such as a graph, table, or image to show to the class (you can use Elmo). Although this is not a formal talk, it is always important to present yourself professionally by speaking clearly and expressively and making eye contact with the class. You should also be ready to answer any questions about your article that might come up.

Case Report (25 points) – Due October 18, 2016
Each Case Report Group will be responsible for writing up the case presented by me (October 4) and your grade will reflect your group’s effort. The report must include sections on Observations, Evaluation Plan, and Management Plan. The contents of the report will be discussed in more detail in class. You will turn in the report (.doc or .docx format) in the appropriate D2L Dropbox. Please title your report with one group member’s last name followed by ‘et al.’ (e.g., “Hoit et al.”).

Exams (3 x 30 points = 90 points)
There will be three exams. Details regarding how to prepare for them will be discussed in class. NOTE: Exam 3 will have a ‘take home’ portion that will require listing (and describing briefly) management approaches for different neuromotor-related signs/symptoms. This Treatment Tool Box is due on December 1, 2016 (and is worth 10 points). I suggest that you work on this throughout the semester and that you consider doing this as a full-class project, with all students contributing to a single document.

Group Presentation (20 points) – December 15, 2016 (8:00-10:00 am)
Select from the following eight topics for your group presentation (3-4 students per topic): olivopontocerebellar atrophy, Creutzfeld-Jacob disease, Guillain-Barre syndrome, Isaac’s syndrome, Lyme disease, Wilson’s disease, hypothyroidism, or locked-in syndrome. You will work in groups to develop a short talk on your topic and present it to the class on the final exam day. You should cover general information about the disorder and information about its associated neuromotor speech disorder(s). You may also mention language and cognitive impairments in some cases, but the focus should be on speech. Your presentation must not exceed 10 minutes (I’m strict about this!), with an additional 4 minutes for questions and discussion. 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 answer questions about your topic. It is best if you give all members of your group a chance to speak. The grade will be based on the overall group effort and each member will receive the same grade.
**Ungraded Activities (0 points)**
There will be some ungraded activities that are designed to facilitate learning, integrate concepts, apply knowledge, and help the instructor monitor students’ mastery of the material.

**Final Examination or Project**
The final project will be the group presentation (worth 20 points) and take place on December 15, 2016, 8:00-10:00am. Details are provided above. See Final Exam Regulations [http://www.registrar.arizona.edu/schedule101/exams/examrules.htm](http://www.registrar.arizona.edu/schedule101/exams/examrules.htm) and Final Exam Schedule [http://www.registrar.arizona.edu/schedules/finals.htm](http://www.registrar.arizona.edu/schedules/finals.htm)

**Grading Scale and Policies**
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. The point values for exams and assignments are given above.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W), respectively.

**Scheduled Topics/Readings**

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<thead>
<tr>
<th>Course Outline (Subject to modest revision)</th>
<th>Reading(s)</th>
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<tbody>
<tr>
<td>Aug 23 Overview, Review, and Preview</td>
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<td>Aug 25 Normal Speech Motor Control</td>
<td>Ch. 1 &amp; 2</td>
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<td>Written Article Summary Due</td>
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<tr>
<td>Sept 1 Principles of Evaluation and Management of Neuromotor Speech Disorders</td>
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<td>Sept 6 Principles of Evaluation and Management of Neuromotor Speech Disorders</td>
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<td>Sept 8 Principles of Motor Learning Edwin Maas, PhD (Skype)</td>
<td>Maas et al. (2008)</td>
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<td>Sept 13 Augmentative and Alternative Communication (AAC)</td>
<td>Beukelman &amp; Mirenda (2005)</td>
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<td>Evaluation and Management Cass Faux, MS, CCC-SLP</td>
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<td>Sept 15 Flaccid Dysarthria</td>
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<td>Sept 20 Spastic Dysarthria</td>
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<td>Sept 22 Exam 1 Preparation</td>
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<td>Sept 27 <strong>Exam 1</strong></td>
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Sept 29  Case Presentation (*for Case Report*)

Oct 4  Ataxic Dysarthria / Unilateral UMN Dysarthria  Ch 6 & 9

Oct 6  Hypokinetic Dysarthria  Ch 7

Oct 11  Hypokinetic Dysarthria / Hyperkinetic Dysarthria  Ch 8

Oct 13  Hyperkinetic Dysarthria

Oct 18  Mixed Dysarthria  Ch 10

*Case Report Due*

Oct 20  Physical Therapy for Parkinson Disease
Becky Farley, PT, MS, PhD
Nathanial McMullen, PhD

Oct 25  Cerebral Palsy
Meghan Darling-White, PhD, CCC-SLP

Oct 27  Preparation for Exam 2 and Case Report Discussion

Nov 1  **Exam 2**

Nov 3  Pharmaceutical Effects (and Side Effects)
Janet L. Hawley, MS, CCC-SLP

Nov 8  Neuroplasticity and Implications for Rehabilitation
Cynthia M. Fox, PhD, CCC-SLP

Nov 10  ALS Update
Holli Horak, MD, Associate Professor of Neurology, UA

Nov 15  Dyspraxia of Speech
Marja-Liisa Mailend, MA, Doctoral Candidate
B. Ballard et al. (2015)
Rosenbek et al. (1973)

Nov 17  Management of Childhood Apraxia of Speech
Kimberly A. Farinella, PhD, CCC-SLP (Skype)
Strand et al. (2014)

Nov 22  Ventilator-Supported Speech
Hoit et al. (2013)

Nov 24  Thanksgiving – no class

Nov 29  Ventilator-Supported Speech

Dec 1  Class-led discussion on Treatment Tool Box
(*Treatment Toolbox due as part of Exam 3*)

Dec 6  **Exam 3**

Dec 15  **Group Presentations**
(8:00-10:00 am)
Classroom Behavior Policy
To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Threatening Behavior Policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Accessibility and Accommodations
Our goal in this classroom is 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 the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

UA Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Additional Resources for Students
UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html

Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
## Learner Outcomes for SLHS Coursework Relative to ASHA 2014 Standards

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<thead>
<tr>
<th>Learner Outcomes</th>
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