

Com DDE 6040
Communicative Disorders Related to Orofacial Anomalies
Spring Semester, 2006-07

Course Information:

Course Times: 9:00-10:15 a.m. Tuesdays and Thursdays

Credit: 3 hours

Place: Lillywhite Building (ComDDE), Room 109

Course Instructor: Jaclyn Littledike, M.S., CCC-SLP, Asst. Prof.; Office: Lillywhite Bldg., 153;

Office Phone: 797-1380; E-mail address: jaclit@cc.usu.edu.

Prerequisites: Graduate standing in the Com DDE Dept. is required unless otherwise approved by the course instructor. Prior to enrolling in this course, students are expected to have acquired information from previous courses concerning the general anatomy and physiology of the speech mechanism, articulation and phonological disorders, and phonetics.

Purpose of the Course:

This course is designed to present the following information to graduate students in Speech-Language Pathology:

1. The nature, formation, etiologies, and incidence of cleft lip and/or palate and other types of orofacial anomalies and syndromes.
2. Associated and related problems commonly occurring with orofacial anomalies and syndromes.
3. Specific communication disorders associated with orofacial anomalies.
4. Diagnosis and treatment of the communication disorders and other problems related to orofacial anomalies.

Learning Objectives:

Upon completion of this course, students will:

1. Have a knowledge of the nature of orofacial anomalies and commonly related syndromes, including relevant characteristics, etiologies, anatomy/physiology and embryology (KASA III-C). **Assessment Method:** Course objective tests and lab assignment.
2. Have a knowledge of the associated and related problems which frequently occur with orofacial anomalies and commonly related syndromes, including consideration of development, feeding, otologic, audiology, psychosocial, educational, dental, orthodontic, language, cognition and phonology (KASA III-C and D). **Assessment Method:** Course objective tests and lab assignment.
3. Have a basic knowledge of the surgical and nonsurgical management techniques for orofacial anomalies. **Assessment Method:** Course objective tests.

4. Have a detailed knowledge of and be able to accurately identify the articulation, voice and resonance characteristics which are typical of clients who have orofacial anomalies (KASA III-C). **Assessment Methods:** Course objective tests and lab assignment.
5. Have a detailed knowledge of and be able to assess and diagnose the articulation and resonance problems of typical clients who have orofacial anomalies (KASA III-D and IV-G-1-c,e and g). **Assessment Methods:** Course objective tests and lab assignment.
6. Have a detailed knowledge of instrumental and noninstrumental intervention techniques for clients who have orofacial anomalies (KASA III-D and IV-G-2-a, c, d and g). **Assessment Methods:** Course objective tests, lab assignments and student class presentation.
7. Have a basic knowledge of the team concept in the habilitation of individuals (and families) who have orofacial anomalies and of appropriate referral sources (KASA IV-G-2-g). **Assessment Method:** Course objective tests and professional and/or parent class presentations.
8. Have a basic knowledge of current research trends and evidenced-based practice information related to orofacial anomalies.
Assessment Method: Course objective tests.

Course Requirements:

1. Examinations, Labs and Grades: Three examinations will be given during the semester on a scheduled basis. In addition, four lab assignments and two class assignments will be completed on a scheduled basis. Each regular examination will be worth approximately 100 points. Examination questions will be selected from lecture material, your text, and additional required readings for the unit being tested. Available points for the four lab assignments and the two class assignments will be announced during the course. Grading will be based upon the total points possible during the semester and will follow the criteria listed below:

94-100%	A	77-79%	C+
90-93%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	Etc.	
80-82%	B-		

2. Course Competencies: In this course, the knowledge and skills outlined in the Learning Objectives listed above will be assessed in appropriate portions of the course exams or through assigned labs and other course assignments. The USU Dept. of Communicative Disorders and Deaf Education has set a competency pass criteria of 80% or better on these assessments in order to meet ASHA standards. For the student who fails to attain the pass criteria on a required competency assessment, the course instructor will provide the student with a remediation plan and an additional attempt to pass the competency during the course. If the student does not pass the competency on the second attempt, one additional remediation will be provided to the student while enrolled in the Department.

For students who fail to attain the pass criteria for the required competency after the third attempt, the department will not recommend the student's application for ASHA certification, even though the student may receive a passing grade in the course in which the competency was failed.

3. Lab Sites: Labs for the course will be held in the Lillywhite Building, in announced locations.
4. Attendance: All students will be expected to attend class on a regular basis since it will be necessary for the students to have a comprehensive understanding of the course content before they will be prepared to do clinical work with clients who have orofacial anomalies. A daily class attendance record for each student will not be officially kept unless prior notification is given in class.
5. Teaching Materials: In order for the enrolled students to gain a better understanding of the course content, assigned reading material will be extensively supplemented through the use of handout materials, overhead transparencies, PowerPoint slides, CDs, and audio and video tapes. ComD students in this course will also be approved to observe scheduled diagnostic and treatment sessions at the USU Speech-Language-Hearing Center with individuals who have orofacial anomalies. Students will be given the additional opportunity to interact with parents of children who have orofacial anomalies.
6. Texts: Each student in the course will be required to obtain the following texts and materials:
 - a. Kummer, A.W., Cleft Palate & Craniofacial Anomalies: Effects on Speech and Resonance, Singular, 2001.
 - b. Golding-Kushner, Karen, Therapy Techniques for Cleft Palate Speech & Related Disorders, Singular, 2001.
 - c. "Parameters for Evaluation and Treatment of Patients with Cleft Lip/Palate or Other Craniofacial Anomalies: Summary of Recommendations", American Cleft Palate Craniofacial Asso., April, 1998. **This material will be provided free of charge by the course instructor.**)
 - d. ComDDE 60040 Course Handouts, PowerPoint's & Required Readings Syllabus. **May be purchased at the USU Bookstore in the Textbook Section.**

General References:

Students may find it helpful to consult additional references in the orofacial anomalies field at various times during the course or later in their graduate program. The books, teleseminar and journals listed below can be found in the USU Library and/or may be obtained from the course instructor:

1. Arvedson, J. & L. Brodsky, Pediatric Swallowing and Feeding, Singular, 2001.
2. Bzoch, K.R., Communicative Disorders Related to Cleft Lip and Palate, Little, Brown & Co., 2004.
3. Crowe, Thomas, Applications of Counseling in Speech-Language Pathology and Audiology, Williams & Wilkins, 1997.
4. Kahn, Alice, Craniofacial Anomalies: A Beginner's Guide for Speech-Language Pathologists, Singular Publishing, 2000.
5. Kummer, A.W., Resonance Disorders and Velopharyngeal Dysfunction in School-Age Children: Assessment, Intervention, and Referral, ASHA Continuing Education Videotape & Manual, 1999.
6. Lynch, J.L., B. Brookshire and D. Fox, A Curriculum for Infants and Toddlers with Cleft Palate, The Speech Bin Catalog, 2007.
7. Peterson-Falzone, S., M. Hardin-Jones, & M. Karnell, Cleft Palate Speech, Mosby, 2001.
8. Peterson-Falzone S., J. Trost-Cardamone, M. Karnell, and M. Hardin-Jones, The Clinician's Guide to Treating Cleft Palate Speech, Mosby, 2006.
9. Shprintzen, R. and Bardach, J., Cleft Palate Speech Management: A Multidisciplinary Approach, Mosby, 1995.
10. Shprintzen, R. J., Genetics, Syndromes, and Communication Disorders, Singular Publishing, 1997.
11. Shprintzen, R. J., Syndrome Identification for Speech-Language Pathologists: Illustrated PocketGuide, Singular, 2000.
12. Sperber, G.H., Craniofacial Development, BC Decker, 2000.
13. Wyszynski, D.F., Editor, Cleft Lip and Palate, Oxford University Press, 2002.

Journals

1. American Cleft Palate-Craniofacial Journal.
2. American Journal of Speech-Language Pathology.
3. Journal of Speech & Hearing Research.

USU's Academic Honesty and Other Academic Policies:

Students in this course should review USU's Academic Honesty and other official academic policies at <http://wwwl.usu.edu/aia/academic/syllabusres.cfm>. These policies will be adhered to by the course instructor.

Students with Disabilities: Reasonable accommodation will be provided for enrolled students who have disabilities that have been officially documented by the USU Disability Resource Center. Any student who has an officially documented disability that requires accommodations should meet with the course instructor during the first week of class to make arrangements for these accommodations. Alternative format print materials, large print, audio, diskette or Braille will be available through the USU Disability Resource Center, which can be contacted at 797-2444.

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Course Schedule

Week One

- January 9 Orientation to Course and Types of Orofacial Anomalies
- January 11 Classification Systems and Frequency of Occurrence of Orofacial Anomalies
plus Classification Lab #1

Week Two

- January 16 Etiologies of Orofacial Anomalies; Velopharyngeal Inadequacies
- January 18 Associated Anomalies and Craniofacial Syndromes
Plus Lab #2

Week Three

- January 23 Normal V-P Function and Anatomy and Innervations of the Velopharyngeal Mechanism
- January 25 Embryology Related to Orofacial Anomalies Formation

Week Four

- Jan. 30 Facial Growth Concepts and the Orofacial Team Approach
- Feb. 1 **Exam #1**

Week Five

- February 6 Parental Reactions and Needs;
Associated Feeding Issues for Individuals with Orofacial Anomalies
- February 8 Dental Issues Related to Orofacial Anomalies

Week Six

- February 13 Initial Surgical Repair Issues for Orofacial Anomalies
- February 15 Secondary Surgical Repair; Orthodontic and Prosthetic Treatments for Orofacial Anomalies

Week Seven

- February 20 **No class-Monday classes meet on this Tuesday**
- February 22 Otologic & Audiologic Issues for Individuals with Orofacial Anomalies;
Psychosocial and Educational Issues for Individuals with Orofacial Anomalies
and Their Parents

Week Eight

- Feb. 27 Developmental, Language, Cognition, and Phonological Issues Related to
Orofacial Anomalies
- March 1 Speech, Resonance and Voice Characteristics of Speakers with
Orofacial Anomalies

Week Nine

- March 6 Speech & Resonance Characteristics of Speakers with Orofacial Anomalies
(Cont.)
- March 8 **Exam #2**

Week Ten

- March 13 **No Class-Spring Break**
- March 15 **No Class-Spring Break**

Week Eleven

- March 20 Screening and Evaluation of Speech and Resonance Problems in individuals with
orofacial anomalies
plus Speech Characteristics Lab #3

March 22 Evaluation of Speech and Resonance Problems (Cont.)

Week Twelve

March 27 Evaluation of Speech and Resonance Problems (Cont.)

March 29 Instrumental Evaluation of Velopharyngeal Competency; **Student Presentation Assignments given to class members**

Week Thirteen

April 3 Diagnosis of Velopharyngeal Competency; Diagnostic Report Writing
plus Evaluation Lab # 4

April 5 Guest Lecturer: Prof. Kathy Gantz, CCC-SLP
Medical Mission to So. America for Speech-Language Pathology

Week Fourteen

April 10 Speech Treatment for Clients with Orofacial Anomalies and Related Disorders

April 12 Treatment (Cont.)

Week Fifteen

April 17 Treatment (Cont.)

April 19 **Student Presentations of Assigned Treatment Techniques**

Week Sixteen

April 24 Instrumental and Noninstrumental Treatment for Resonance Disorders
Future Trends in Evaluation & Treatment of Orofacial Anomalies

April 26 Parent Presentation - Presentation and discussion with parents of children
who have orofacial anomalies

**May 3 Final Exam (#3), Thursday, May 3 from 9:30-11:20 a.m. in Lillywhite Bldg.,
Room 109.**

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Reading Assignments

Week One

1. Kummer Text, Chap. 3
2. Kummer, Text, Chap. 7, pp 145-157 only.

Week Two

1. **Peterson-Falzone, Sally, et. al. (2001) Cleft Palate Speech. St. Louis: Mosby, Chap. 8, “Non-Cleft Velopharyngeal Problems”, 199-214. (On Electronic Reserve)**
2. Kummer Text, Chap. 2
3. Kummer Text, Chap. 4

Week Three

1. Kummer Text, Chap. 1
2. Coston, et al, (1992) Craniofacial screening profile: Quick screening for congenital malformations, Cleft Palate Craniofacial Journal , 29 (1) 87-91. **(In Course Reader)**

Week Four

1. Kummer Text, Chap. 11
2. Reilly, S. (2006) Evidence-based practice and its challenges in speech pathology: The example of cleft management in children. Perspectives on Speech Science and Orofacial Disorders, 16 (1), 9-15.

Exam #1 to here

Week Five

1. Kummer Text, Chap. 5.

2. Kummer Text, Chap. 9.
3. Reid, J.(2006). Applying evidence-based practice to bottle feeding babies with cleft palate. *Perspectives on Speech Science and Orofacial Disorders*,16 (2), 11-16.

Week Six

1. **Peterson-Falzone, Sally, et. al. (2001) Cleft Palate Speech. St. Louis: Mosby, Chap. 13, “Physical Management of Velopharyngeal Inadequacy”, 314-323 only. (On Electronic Reserve)**
2. Kummer Text, Chap. 18
3. Kummer Text, Chap. 19.
4. Kummer Text, Chap. 20.

Week Seven

1. Kummer Text, Chap. 10
2. Kummer Text, Chap. 8, pp177-184 only.
3. **Roberts, J. and Medley, L. (1995) Otitis media and speech-language sequelae in young children: Current issues in management. ASHA, Feb.,15-24. (On Electronic Reserve)**

Week Eight

1. Kummer Text, Chap. 6.
2. **Peterson-Falzone, S.J., Karnell, M.P., Hardin-Jones, M.A. (2006) The clinician’s guide to treating cleft palate speech. St. Louis: Mosby. Chap. 1, Early phonological development in babies and toddlers with cleft palate and non-cleft VPI. 1-8. (On Electronic Reserve)**

Week Nine

1. Kummer Text, Chap. 7, pp 157-176 only.
2. Kummer Text, Chap. 8, pp184-197 only.
3. Golding-Kushner Text, Chap. 3.

4. **Petersen-Falzone, S. & M. Graham, (1990) Phoneme-specific nasal emission in children with and without physical anomalies of the vp mechanism, JSHD, Feb. 1990, 132-139. (On Electronic Reserve)**

Week Ten

No readings: Spring Break

Exam #2 to here

Week Eleven

1. Kummer Text, Chap. 13.
2. Golding-Kushner Text, Chap. 2.
3. Blakeley, R. & J. Brockman, (1994) Normal speech and hearing by age 5 as a goal for children with cleft palate: A demonstration project, AJSLP, Feb. 25-32.
(In Course Reader)
4. **Riski, John, (1995) Speech assessment of adolescents, ACPCA, 32 (2) 109-113. (On Electronic Reserve)**

Week Twelve

1. Kummer Text, Chap. 12.
2. Kummer Text, Chap. 14
3. Kummer Text, Chap. 15

Week Thirteen

1. Kummer Text, Chap. 16
2. Kummer Text, Chap. 17
3. Golding-Kushner Text, Chap. 4
4. Golding-Kushner Text, Chap. 5

Week Fourteen

1. Kummer Text, Chap. 21
2. Golding-Kushner Text, Chap. 6

Week Fifteen

1. Golding-Kushner Text, Chap. 7
2. Golding-Kushner Text, Chap. 8

Week Sixteen

1. Golding-Kushner Text, Chap. 9
2. Golding-Kushner Text, Chap. 10
3. Moran, M. & A. Pentz, (1995) Helping the child with a cleft palate in your classroom”, Teaching Exceptional Children, Spring, 46-48. **(In Course Reader)**

Exam #3 to here

Instructions for Accessing Electronic Reserve Articles for Com D 6040
The e-reserve material can be accessed from the USU Library website under Faculty Reserves. Enter the Password, lit6040, and then click on “Accept”.

Students should note that not all of the listed articles on Electronic Reserve are required readings for the current course.

Also note that students who do not have Acrobat Reader on their computer will need to download it from the Library homepage in order to access the reserved articles.
