

COMD 6120
MOTOR SPEECH AND SWALLOWING DISORDERS
IN THE ADULT POPULATION
MW 7:30-9:15

Spring Semester 2008 Course Syllabus

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Course Description: This graduate course will provide in-depth coverage of the diagnosis and management of the motor speech disorders dysarthria and apraxia in the adult population. The intent of the dysphagia portion of the course is to expose the student to both theoretical and clinical information on a beginning-intermediate level related to the evaluation and management of dysphagia.

Course Objectives: Learner outcomes will reflect those outlined in the Knowledge and Skills Acquisition (KASA) Summary Form for Certification in Speech-Language Pathology by the American Speech-Language-Hearing Association (ASHA), and will be demonstrated by the student with the assessment tool listed:

1. **Standard III-C:** The student will demonstrate knowledge of the nature of adult motor speech disorders and differences, including etiologies and characteristics of articulation, voice and resonance, including respiration and phonation. Knowledge must be demonstrated in the areas of anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates. This will be assessed by **examination questions and the audio dysarthria project.**
2. **Standard III-B:** The student will demonstrate knowledge of the nature of adult swallowing disorders and differences, including etiologies and characteristics of oral, pharyngeal, esophageal and related functions. This will be assessed by **examination questions and the video dysphagia project.**
3. **Standard III-D:** The student will demonstrate knowledge of the principles and methods of prevention and assessment of and intervention for articulation, voice and resonance, and swallowing deficits, as well as communication modalities in adults with motor speech and swallowing disorders. This will include consideration of anatomic/physiological, psychological, developmental and linguistic and cultural correlates of these disorders. This will be assessed by **examination questions, case studies completed in class, and the both dysarthria and dysphagia projects.**

4. **Standard III-D:** The student will demonstrate skill in screening and prevention procedures, collection and integration of case history information, selection and administration of appropriate evaluation procedures and adaptation of evaluation procedures to meet the needs of adult clients with motor speech and swallowing disorders. In addition, the student will be able to interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention, as well as complete reporting functions necessary to support evaluation. This will be assessed by **case studies completed both in class and independently on examinations.**
5. **Standard III-D:** The student will develop appropriate intervention plans with measurable and achievable goals that meet the clients'/patients' needs, select or develop appropriate materials or instrumentation as appropriate to meet the needs of clients, and modify as necessary. This will be assessed by **class projects, and case studies completed both in class and independently on examinations.**
6. **Standard III-D:** The student will identify needs of clients/patients and make recommendations for referral as appropriate, in regards to articulation, voice and resonance, and swallowing. This will be assessed by **case studies completed both in class and independently on examinations.**

IMPORTANT!!

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided, if appropriate, with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as determined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA

Course Outline:

Topic	Class Dates	Readings
Introduction/ Speech Motor System	Week of 1/07	Chapt 2 (Duffy)
Motor System review; Dysarthria types	1/14	Chapts 4-5 (Duffy)
Motor System QUIZ ; Audio Samples	1/16	Chapts 6-7
No Class (Civil Rights Day)	1/21	
Dysarthria Types/Audio Samples(cont'd)	1/23	Chapts 8-9 (Duffy)
Assessment (Clinical Examination)	1/28, 1/30	Chapt 3, pp 69-87 (Duffy)
Clinical Exam/case studies, class practice	2/4	Swigert, Chapt 2
Speech Assessment/Dysarthria Treatment	2/6	Chapt 3, pp 88-104 (Duffy)
Treatment cont'd, (assign audio projects)	2/11	Chapts 16-17 (Duffy), handouts
Examination I	2/13	
Review Examination/ Intro to Apraxia	2/19	(note Tuesday class)
Projects Due /Apraxia Characteristics	2/20	Chapt 11 (Duffy)
Characteristics of Apraxia cont'd	2/25	E-Res (Croot)
Assessing Apraxia/Video Case Studies	2/27, 3/3	E-Res (Ballard et al)
Treatment of Apraxia,, PROMPT	3/5	Handouts (Apraxia) Chapt 18
Spring Break (No Class)	3/10, 3/13	
Apraxia Review/Outcomes in MSD	3/17	E-Res (Beukelman et al)
Examination II	3/19	
Anatomy and Physiology of Normal Swallowing	3/24	Chapts 1 and 2 (Logemann)
Anatomy and Physiology of Disordered Swallowing (Dysphagia)	3/26	Chapt 4 (Logemann)
Evaluation of Dysphagia	4/3, 4/5	Chapt 5 (Logemann),
Modified Barium Swallow Studies (Cases)	3/31, 4/2	E-Res (Rad.Concepts, FEES)
Management of Dysphagia/assign projects	4/7, 4/9	Chapt 6 (Logemann)
Nutritional Considerations	4/14	E-Res (Nutritional Consid.)
Special Considerations in Dysphagia (Trach/Vent and Medically Fragile)	4/16, 4/21	Chapts 11-13 (Logemann)
Dysphagia Review/Multicultural Issues/ Outcomes in Dysphagia/ Projects due	4/23	E-Res (Logemann, etc.)
FINAL EXAM	TBA	

Requirements:

1. Attendance at all class lectures is required; please be on time! There is a tremendous amount of information to be absorbed in this class; please let me know if you must miss class, and make arrangements with one of your classmates (or myself) to get the information.
2. There will be weekly assigned readings from the texts and/or from electronic reserve; you will be responsible for this information. Lectures will not directly follow the textbooks, as we will hopefully spend a good portion of our time on case studies.
3. Assignments will be completed by the designated date unless arrangements have been made. In addition, students will take exams on the dates given in the course syllabus.
4. Class participation is crucial to the learning process of all involved, including the instructor!! Everyone is expected to participate; this is considered in your final grade.

Lecture notes on Power Point are available on electronic reserve; password gan6120.

Course Evaluation:

1. The first and third exams will be worth 25% of your grade (final exam is NOT cumulative); the second (apraxia) exam will be worth 20% of your grade.
2. The dysarthria and dysphagia projects together will be worth an additional 25% of your grade.
3. Class participation will be worth 5% of your grade.
4. The following grading scale will be used:

94-100 = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
60-69 = D
<60 = F

Required Texts:

Duffy, Joseph R. **Motor Speech Disorders; Substrates, Differential Diagnosis, and Management** (2nd Edition). St. Louis, MO: Elsevier Mosby, 2005.

Logemann, Jeri A. **Evaluation and Treatment of Swallowing Disorders** (2nd Edition). Austin, TX: Pro-Ed, 1998.

Swigert, Nancy B. **The Source for Dysarthria**. East Moline, IL: LinguiSystems, Inc, 1997.

NOTE: If any student has a disability that will likely require some adjustment to be made, please see the instructor.

If anyone has questions or concerns about the following issues as related to this class, please refer to www.usu.edu/policies:

Academic Integrity/Honesty
Academic Appeals
Change of Grades
Grading policy/(I) grades
Plagiarism
Students' Standard of Conduct
Grievance Policy