PURPOSE OF THE COURSE

This course is designed to prepare graduate students in speech-language pathology to analyze, identify, and manage neurogenic disorders of speech. Emphasis will be placed on the clinical management of dysarthria and apraxia. Students will participate in a variety of learning activities in order to develop knowledge and skills relative to these disorders.

Required Texts and Materials


Additional Readings may be assigned throughout the semester.

ATTENDANCE POLICY

There will be three (3) "face-to-face" class meetings during the semester using interactive video technology. These meetings will be held from 1 to 3 PM on: February 5, 2000; March 4, 2000; and April 8, 2000. Your attendance is expected at these class meetings as they will serve as primary sources of information for the examinations, and they will also include video and/or audio presentations as well as clarification/questions regarding web-based material. Other than these 3 meetings, you are expected to work on course material as outlined by the course calendar. That is, you should complete all online material and readings as indicated in the course calendar prior to each "face-to-face" interactive meeting. You should also focus on "keeping up to date" in all materials so that you are prepared prior to your first exam in the week of March 6, and your
second exam in the week of May 1st (final week). It’s very important that you work through each item of your web based material. Working through all of the materials in order will keep you on the “right track” as you will follow a natural progression or “road map” through the materials. Also, if you stay on the “track” in order, you won’t miss any of the quizzes or discussions that carry point value toward your grade.

**ASSIGNMENTS & GRADING**

The following assignments will be used to determine a grade for this course:

- Exam 1: 50 points
- Exam 2: 100 points
- Neuro quiz: 20 points
- Special Project: 100 points
- Online discussions & activities: 150 points
- "Pop" Quizzes: 30 points
- **Total**: 450 points

For each assignment, and for the final course grade, letter grades will be calculated as follows:

- **A** = 90 - 100
- **B** = 80 - 89
- **C** = 70 - 79
- **D** = 60 - 69
- **E** = below 60

**Examinations.** Examinations will be derived from web material, readings, and other supporting materials. Exams may consist of multiple choice, short answer, and essay questions. There also may be brief online quizzes that will be designed to improve your listening skills, your knowledge of features of motor speech problems, etc. There will be an occasional “pop” quiz to encourage you to keep up to date in your material. Pay attention to “Notes to Students” as they appear on your online material and quizzes. Some items can be taken several times (until you obtain a certain score). Others will only be available to you for designated dates or periods of time, e.g., your final exam is only available during finals week, and cannot be submitted after Friday of finals week. The "pop" quizzes are single, 5 point questions, and you have just one minute to complete the question after you click on it.

Your primary source of information will be web-based material, so regular attention to your course work, as in all graduate courses, is very important. Make-up examinations will be given only in the case of an excused absence, as defined in the most recent University of Kentucky Bulletin. It is the student’s responsibility to contact the instructor to schedule a make-up procedures. Policies about excused absences, cheating/plagiarism, withdrawal, incompletes, and examinations can be found in Student Rights and Responsibilities.

- **Special Projects:** Your special project is designed to allow you to investigate a particular neurogenic speech disorder in greater depth. I will post a sample of...
what the project should "look like" on your web page. I do not want a "paper", but rather, an
easily usable "guide" to your topic. Your "guide" should not exceed four (4) pages, and can be
single or double spaced as long as you double space between major headings. It should be a
"bullet-point" hand-out of the important characteristics, etc. of your topic/disorder. There
should also be a list of references provided to support the topic being covered.

You should select your project topic early in the semester so that it can be approved by
your instructor before the end of the week of February 21. First drafts, for my review, are due
no later than 1:00 PM on March 24th.

The completed projects with references are due in class on April 26th and will be worth
100 points toward the final grade in the course. Your project must be computer generated, and
copies must be provided for the instructor and each class member (you should "up-load" your copy
to your instructor). Directions for how to "upload" your class materials can be found in "Topclass".
Also, you should e-mail copies to each of your classmates as an attachment. At a minimum,
projects must include 1. current thought on the etiology of your disorder, 2. state-of-the-art
diagnostic procedures specific to your disorder (if any), and 3. current therapies for the disorder
(including all disciplines). Projects will be graded on the following basis: Inclusion of all relevant
content, 60%; organization, 30%; form, e.g., references, etc. 10%.

If the special project or the final exam is submitted late, it will be penalized eleven points during
the first 24 hour period that it is late and five points for each additional 24 hour period.

• Some suggested topics for your project:

1. Multiple sclerosis
2. Amyotrophic lateral sclerosis
3. Parkinson's disease
4. Huntington's disease
5. Wilson's disease
6. Tourette's syndrome
7. Friedrich's ataxia (and other cerebellar ataxias)
8. Myasthenia gravis
9. Bell's palsy
10. Dystonia
11. Tardive dyskinesia
12. Guillain-Barre syndrome
13. Congenital dysarthrias (cerebral palsy)
14. spastic
15. athetoid
16. ataxic
17. mixed
18. Broca's aphasia
19. Apraxia of speech
20. Developmental apraxia of speech
21. The tracheostomized/ventilator dependent patient
### Tentative Topic Areas and Class Calendar:

(Any class activity, including exams, may be modified as the semester progresses.) Unless otherwise indicated, topics listed under "tasks/responsibilities" include online lecture materials that should be studied by the student.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Tasks/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>Review your Syllabus online  &lt;br&gt; <strong>Begin online Section 1 - Identification.</strong>  &lt;br&gt; Review a. Neurologic Background materials  &lt;br&gt; b. Normal Speech Production  &lt;br&gt; Readings: Yorkston et al. Motor Speech text chapter 1, Liebman Neuroanatomy Text (the Liebman text will be a help to you if you read appropriate sections as needed to support your review)</td>
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<td>January 24</td>
<td>Continued review of Background and Normal Production materials online</td>
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<td>January 31</td>
<td>Characteristics of the dysarthrias and acquired apraxia of speech  &lt;br&gt; Readings: Yorkston et al. Motor Speech Text Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>February 5</td>
<td><strong>1 - 3 PM</strong>: Interactive &quot;face-to-face&quot; meeting on TV at sites in Lexington, Richmond, Corbin, Manchester, and Owenton County High  &lt;br&gt; Readings: Students should have read Text Chapters 1, 3, &amp; 4 prior to this meeting</td>
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<tr>
<td>February 7</td>
<td>Differential Diagnosis of Motor Speech Disorders  &lt;br&gt; <strong>Begin online section 2 - material titled &quot;Diagnosis&quot;</strong>  &lt;br&gt; Continue your readings/review of the identification, features and differential diagnosis of motor speech disorders. Particularly concentrate on memorizing the distinguishing features of the dysarthrias and acquired apraxia of speech.</td>
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<td>February 14</td>
<td><strong>Happy Valentine's! :-)</strong>  &lt;br&gt; Assessment Procedures  &lt;br&gt; Readings: Text Chapter 5 &amp; 6; also Grube &amp; Nunley, 1995 and Netsell, 1994</td>
</tr>
<tr>
<td>February 21</td>
<td>Assessment continued during this week ~ continue readings and online material</td>
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* Your project topic must be approved by your instructor on or before the end of this week

February 28
Complete your review of the online materials for features of the dysarthrias and acquired apraxia of speech (Identification) as well as assessment (Diagnosis). Make sure you are current on all readings prior to the March 1st meeting.

March 4
1 - 3 PM: Interactive "face-to-face" meeting on TV at sites in Lexington, Richmond, Corbin, Manchester, and Owenton County High
Readings: Students should have read Text Chapters 1, 3, 4, 5 & 6 prior to this meeting

March 6
Take online exam 1 during this week ~ take it early so that you can go to KSHA Conference from the 8th to the 11th.

March 13
Take a well deserved "break" during this week ~ it's spring break time on campus!

March 20
Begin Section 3 online - Management.
Treatment of the dysarthrias
Readings: Text Chapters 7, 8, 9, 10, and 11,
* Your special project rough draft is due in this week.

March 27
Treatment of the dysarthrias continued
Readings: Adamovich, 1994; Duffy, 1994

April 3
Finish your readings and online materials for treatment of the dysarthrias during this week
Readings: Light, 1995

April 8
1 - 3 PM: Interactive "face-to-face" meeting on TV at sites in Lexington, Richmond, Corbin, Manchester, and Owenton County High
Readings: Students should have read Text Chapters 7, 8, 9, 10, and 11 prior to this meeting

April 10
Treatment of Acquired Apraxia of Speech
Readings: Text Chapter 13

April 17
Assessment and Treatment of Developmental Apraxia of Speech (DAS) Readings: Text Chapter 2, pages 52-64; Hall, 1992; Robin, 1992

April 24
Assessment and Treatment of Cerebral Palsy
Readings: Text Chapter 2, pages 27-52
May 1

Take Exam 2 Online during this week. Your exam must be completed and submitted before 1:00 PM on May 5th.

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Additional Readings will be assigned throughout the semester.

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There will be four (4) "face-to-face" class meetings during the semester. These meetings will be held at WDU from 6 to 8:30 PM on: Wednesdays - February 2, March 1, April 12, and from 6:00 to 9:00 PM on April 26, 2000. Your attendance is expected at these class meetings as they will serve as a source of information for the examinations, and they will also include video and audio presentations as well as clarification/questions regarding web-based material. Other than these 4 meetings, you are expected to work on course material as outlined by the course calendar. That is, you should complete all online material and readings as indicated in the course calendar prior to each "face-to-face" interactive meeting. You should also focus on "keeping up to date" in all materials so that you are prepared prior to your first exam in the week of March 6, and your second exam in the week of May 1st (final week). It's very important that you work through each item of your web based material. Working through all of the materials in order will keep you on the "right track" as you will follow a natural progression or "road map" through the materials. Also, if you stay on the "track" in order, you won't miss any of the quizzes or discussions that carry point values toward your grade.
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17. Broca's aphasia
18. Apraxia of speech
19. Developmental apraxia of speech
20. The tracheostomized/ventilator dependent patient
21. Lee Silverman Voice Treatment
• Note To Students: Check your mailboxes during the next few days for “log in” information to begin your coursework. You will be given a user ID and password, so that you may begin your coursework next week (week of January 17th).

Course Calendar
CD 673 ~ Neurogenic Disorders of Speech
Spring 2000

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| January 31    | Characteristics of the dysarthrias and acquired apraxia of speech  
                Readings: Yorkston et al. Motor Speech Text Chapters 3 & 4 |
| February 2    | 6 - 8:30 PM: "face-to-face" meeting at WDU  
                Readings: Students should have read Text Chapters 1, 3, & 4 prior to this meeting and should have completed all materials in the Identification Section. |
| February 7    | Differential Diagnosis of Motor Speech Disorders  
                Begin online section 2 - material titled “Diagnosis”  
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March 1

6 - 8:30 PM: “face-to-face” meeting at WDU
Readings: Students should have read Text Chapters 1, 3, 4, 5 & 6 prior to this meeting

March 6

Take online exam 1 during this week ~ take it early so that you can go to KSHA Conference from the 8th to the 11th.

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Take a well deserved “break” during this week ~ it’s spring break time on campus!

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Readings: Text Chapter 13

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April 17

Assessment and Treatment of Developmental Apraxia of Speech (DAS)
Readings: Text Chapter 2, pages 52-64; Hall, 1992; Robin, 1992

April 24

Assessment and Treatment of Cerebral Palsy
Readings: Text Chapter 2, pages 27-52

April 26

6 - 9:00 PM: “face-to-face” meeting at WDU
Readings: Prior to this class, students should have read the Logemann, Perlman et. al., and Sonies articles (There will be “reserve copies” at WDU) and you should have reviewed the Logemann videotape. Check the video tape out “library style” from Mrs. Irvine. Review only the first 1 ½ to 2 hours of the video. Do the pre-test, all of the pre-test answer review, and continue until you see the last
May 1

"blue slide" on report writing and the oropharyngeal swallow. Dr. Logemann will then begin a review of "Case 1". You may stop the video at that point. Feel free to do the entire tape if you wish.

Take Exam 2 Online during this week. Your exam must be completed and submitted before 1:00 PM on May 5th.

References


