



Course ID

EDHS 8030: Neurogenic Communication Disorders
Human Services, Communication Disorders Program
Spring, 2015; Tuesday & Thursday; 11:00-12:15; Ruffner 137

Instructor

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Description

Review of contemporary issues in the practice of speech-language pathology for patients with dysarthria or apraxia of speech: includes semiology, etiology, pathophysiology and nosology. Introduces clinical practice, including evaluation, treatment and counseling.

Learning Objectives

This clinically oriented course is segmented in two major sections: (a) aphasia, and (b) motor speech disorders. Each section unfolds in four modules: introduction, nosology (subpopulations), evaluation and differential diagnostics, and treatments. Lectures are supplemented with video tapes, and assigned readings. Upon completing this course, you will have mastered the theoretical underpinnings are necessary for making clinical decisions.

- 5 Relate normal gross neuroanatomy and physiology as substrates to typical communication processes (e.g., respiration, phonation).
- 6 Relate neuropathologies as etiologic factors corresponding to neurogenic etiologies of communication disorders.

- 7 Relate signs and symptoms of speech, language, hearing, cognitive, swallowing and balance disorders to neurologic disorders of the PNS and CNS as appropriate through case presentations.
- 8 Through case presentations, decide what is known about a case, what needs to be learned about the case, and how best to obtain that information.
- 57 Identify the absence of salient signs in the speech samples of patients presenting with one or another form of motor speech disorder
- 58 Demonstrate appropriate counseling skills
- 59 Conduct and report an examination of structure and function of the speech production anatomy
- 60 Produce a detailed treatment plan for a case presenting with a clinical picture of one or another motor speech disorder
- 61 Produce a detailed assessment plan for a case suspected of presenting with a clinical picture of one or another motor speech disorder
- 94 Demonstrate appropriate history-taking/interviewing skills
- 95 Demonstrate appropriate classification of aphasia based on observed signs (using the disconnectionist model of aphasia)
- 96 Administer a test of aphasia
- 97 Demonstrate accurate scoring of a completed aphasia test protocol
- 98 Accurately interpret the results contained in a completed aphasia test protocol
- 99 Produce a detailed treatment plan for a case presenting with a clinical picture of aphasia
- 100 Demonstrate appropriate counseling skills

Instructional Methods

Lecture, discussion, case studies, demonstrations

Course Text

Brookshire, R. H., & McNeil, M. R. (2014). *Introduction to Neurogenic Communication Disorders (8th Ed.)*. Elsevier Health Sciences. *Required*

Assessments

Seven aphasia quizzes are scheduled. For each quiz, you will receive a letter grade. The average of the quiz grades obtained in the aphasia section will constitute the equivalent of a test grade. The average of the quiz grades obtained in the motor speech disorders section will constitute the equivalent of another test grade.

Quizzes are due at the beginning of class on the dates listed below. A previously unexcused late quiz will not be accepted.

All quizzes must be typed using the form provided *and stapled -- not clipped nor folded*.

Three clinical thought/decision quizzes are scheduled in the Motor Speech portion of class. The same rules apply. The grade average of these quizzes will constitute the equivalent of a test grade.

You will complete five listening quizzes in the Motor Speech portion of class. That is, you will assess audio- tapes of dysarthric and apraxic speakers. In each case, you will be required to complete a form asking you to (1) list those diagnoses that can be ruled out, (2) list those diagnoses that must be retained as plausible. Each entry in lists 1 and 2 must be supported by the indicating sign(s). The form will also require you to (3) list the clinical procedure(s) necessary for ruling-in/ruling-out each of the list - #2 constituents.

Quizzes are due at the beginning of class on the announced date. A previously unexcused late quiz will not be accepted. The average of listening-quiz grades will constitute the equivalent of a test grade.

On all writing assignments, A-level credit requires a thorough, thoughtful, concise, and well-formed response. A correct, but bare-minimum response will receive B-minus-level credit at best. N.B.: The length of a response is not a criterion. Superfluous, redundant, and off-point responses will not receive full credit. The criterion for success is focused, thoughtful, concise and on-point writing. So a prosaic literary preamble will be counted down. Get right to the heart of the question and stay on point. As always, answer the question that is asked in the form requested. For instance, "List" means list (bullet points) without prose. Just be sure the list is correct and complete.

Discussion Boards

I expect you to participate in the Discussion Board conversations. These are purposeful learning activities. The intent is that you respond to my initial inquiry and to one another's responses. I won't grade your participation, but I will use your participation to decide when to round up, or round down, for a final grade that is on the cusp of a higher/lower grade option.

Grading

Your final grade will be an unweighted average of the final exam, the average grade of the aphasia quizzes, the average grade of the thought quizzes grades, and the average of the Listening Quiz grades.

Grades are converted to a corresponding value on a 13-point scale:

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|----|------|--------|--------|--------|-------|
| A+ | = 12 | B+ = 9 | C+ = 6 | D+ = 3 | F = 0 |
| A | = 11 | B = 8 | C = 5 | D = 2 | - |
| A- | = 10 | B- = 7 | C- = 4 | D- = 1 | - |

The values for exam grades are then averaged and the average converted to the corresponding letter grade. For example, grades of A, B+, and C+ correspond to values of 11, 9, and 6. The average, 8.67, corresponds to a grade of B.

University Email Policy

Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

University of Virginia Honor System

All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information please visit <http://www.virginia.edu/honor/>.

Special Needs

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the LNEC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. For more information, visit the U.Va. Special Needs website at <http://www.virginia.edu/studenthealth/lneec.html>.

"Suddenly, the realization you have no control over your life makes the life you have a very precious thing. All of the old methods you may have used to measure self-worth die along with the brain cells. They don't add up any more. It's time for new math. How have I helped myself to recover today? How can I contribute to the well-being of the guy next to me? What else can I do to make life more pleasant for my family or my community? Are there new challenges for me to conquer?"

How you add up in answering those questions becomes the new 'bottom line' of your value as a human being. Stroke survivors affirm life when they discover the pleasure of feeling loving concern for others. It begins and ends with survival. Start with making yours meaningful, then take on the world."

Arthur Josephs, *The Invaluable Guide to Life After Stroke*, pp. 116-117.

Course Outline

| Date | Topic | Assessment/Methods | Student work outside of class. |
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| 13 January | Terminology Overview of Neurogenic Communication Disorders Neuroanatomy review | | Review assigned audio, video, print, & media URLs Discussion Board questions <i>Brookshire & McNeil: Chapter 1 & 8</i> |
| 15 January | Neuroanatomy review Aphasia Epidemiology | | Review assigned audio, video, print, & media URLs Discussion Board questions <i>Brookshire & McNeil: Chapter 1 & 8</i> |
| 20 January | Aphasia Semiology | | Review assigned audio, video, print, & media URLs Speech sample analysis exercises Discussion Board questions |
| 22 January | Aphasia Nosology | | <i>Brookshire & McNeil: Chapter 4</i> Speech sample analysis exercises Discussion Board questions |
| 27 January | Aphasia Nosology | | <i>Brookshire & McNeil: Chapter 4</i> Review assigned audio, video, print, & media URLs Speech sample analysis exercises |
| 29 January | Aphasia Nosology | | <i>Brookshire & McNeil: Chapter 4</i> |

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| | | | Speech sample analysis exercises |
| 03 February | Aphasia Assessment | Aphasia Quiz 1 Due | <i>Brookshire & McNeil: Chapters 3, 5, 6</i> Discussion Board questions Review test demonstration videos |
| 05 February | Aphasia Assessment | | <i>Brookshire & McNeil: Chapters 3, 5, 6</i> Review assigned audio, video, print, & media URLs Discussion Board questions Review test demonstration videos |
| 10 February | Aphasia Assessment | Aphasia Quiz 2 Due | <i>Brookshire & McNeil: Chapters 3, 5, 6</i> Review test demonstration videos |
| 12 February | Aphasia Assessment | Aphasia Quiz 3 Due | <i>Brookshire & McNeil: Chapters 3, 5, 6</i> Review assigned audio, video, print, & media URLs Review test demonstration videos |
| 17 February | Aphasia Assessment | Aphasia Quiz 4 Due | <i>Brookshire & McNeil: Chapters 3, 5, 6</i> Review test demonstration videos |
| 19 February | Aphasia Treatment | Aphasia Quiz 5 Due | <i>Brookshire & McNeil: Chapters 7 & 9</i> Review assigned audio, video, print, & media URLs Discussion Board questions Review test demonstration videos |

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| 24 February | Aphasia Treatment | | <i>Brookshire & McNeil: Chapters 7 & 9</i> Discussion Board questions |
| 26 February | Aphasia Treatment | | <i>Brookshire & McNeil: Chapters 7 & 9</i> |
| 03 March | Aphasia Treatment | | <i>Brookshire & McNeil: Chapters 7 & 9</i> Review assigned audio, video, print, & media URLs Discussion Board questions |
| 05 March | Aphasia Treatment | Aphasia Quiz 6 & 7 Due | <i>Brookshire & McNeil: Chapters 7 & 9</i> |
| 09 – 13 March | Spring Break | | |
| 17 March | Terminology Motor speech disorders: Overview Neuroanatomy Overview | | <i>Brookshire & McNeil: Chapter 13</i> Review assigned audio, video, print, & media URLs Discussion Board questions |
| 19 March | Dysarthria: Semiology | Clinical Thought Q1 Due | |
| 24 March | Dysarthria Nosology: Flaccid dysarthrias | | <i>Brookshire & McNeil: Chapter 13</i> Review assigned audio, video, print, & media URLs Discussion Board questions |
| 26 March | Dysarthria Nosology: Flaccid dysarthrias | | <i>Brookshire & McNeil: Chapter 13</i> |
| 31 March | Dysarthria Nosology: Spastic dysarthria | Listening Quiz 1 Due | <i>Brookshire & McNeil: Chapter 13</i> |

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| | Dysarthria Nosology: UUMN dysarthria Dysarthria Nosology: Ataxic dysarthria | | |
| 02 April | Dysarthria Nosology: Hypokinetic dysarthria Dysarthria Nosology: Mixed dysarthrias | | <i>Brookshire & McNeil: Chapter 13</i> |
| 07 April | Apraxia of Speech Introduction | Listening Quiz 2 Due | <i>Brookshire & McNeil: Chapter 13</i> Review assigned audio, video, print, & media URLs Discussion Board questions |
| 09 April | Apraxia of Speech Semiology Apraxia of Speech Nosology | | <i>Brookshire & McNeil: Chapter 13</i> Discussion Board questions |
| 14 April | Apraxia of Speech Assessment | Listening Quiz 3 Due | <i>Brookshire & McNeil: Chapter 13</i> |
| 16 April | Apraxia of Speech Assessment | Clinical Thought Q2 Due | <i>Brookshire & McNeil: Chapter 13</i> |
| 21 April | Apraxia of Speech Assessment | | <i>Brookshire & McNeil: Chapter 13</i> |
| 23 April | Apraxia of Speech Treatment | Listening Quiz 4 Due | <i>Brookshire & McNeil: Chapter 13</i> |
| 28 April | Apraxia of Speech Treatment | Clinical Thought Q3 Due | <i>Brookshire & McNeil: Chapter 13</i> |
| 05 May | | Listening Quiz 5 Due Final Exam | |