

CMSD 620-01: Neuroanatomy of speech, swallow and language
Acquired Cognitive and Language Disorders
California State University, Chico
Fall 2018

INSTRUCTOR INFORMATION

Instructor: Shelley Von Berg, Ph.D.
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COURSE DESCRIPTION

This course examines the neuroanatomy and physiology of normal and disordered speech, cognition and language. Specifically, this class focuses on communication disorders associated with *acquired* neurogenic impairments. Key disorders that will be addressed are aphasia, right hemisphere disorder, traumatic brain injury/closed head injury, and dementia. The dysarthrias and dysphagia are addressed in depth in future or concurrent classes. Cerebral palsy will be investigated briefly; however the student is urged to pursue in more depth through the text resources required for this class. CP is investigated fully in CMSD 645, Augmentative and Alternative Communication Disorders.

To understand current issues in the field of neurogenic communication disorders, it is first necessary to understand the anatomy and physiology of the human communication system. We will then revisit the central language mechanism and aphasia classification models. We then explore the substrates of the CNS and investigate how they work in concert with the PNS. We will apply this information to assessment and intervention of neurogenic communication disorders. Interdisciplinary collaboration with other rehabilitation professionals will be discussed and students will learn how to generate functional communication programs. Family counseling strategies will also be introduced.

ACADEMIC HONESTY

Any work submitted that is not the product of the student who has their name on the work (which would include work taken from any other sources and not properly noted or work done by another student) is plagiarized work and will be prosecuted according to University Code. Any sign of cheating in any way on course exams or assignments will be addressed directly. If you do not understand what constitutes academic honesty, review the University Catalog.

STUDENTS WITH DISABILITIES

If you have a documented disability that may require reasonable accommodations, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. ARC is located in the Student Services Center 170. The ARC phone number is 898-5959 V/TTY or fax 898-4411. Visit the ARC website at [ARC Website](#)

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345)

or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

ADD/DROP POLICY:

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester using the telephone registration system (TRACS) or using the Chico State Connection. During the third and fourth weeks of classes, COP forms are needed to add and drop and will require the approval signature of the instructor (COP Forms are available at: [Chico State Website](http://www.csuchico.edu)). After the end of the fourth week of the semester, all COP forms to add or drop will require a serious and compelling reason and require approval signatures of the instructor, department chair, and dean of the college. Do not assume that you will automatically be dropped for not attending class. It is your responsibility to make a commitment to dropping or staying in class by the end of the second week. It is your responsibility to follow the appropriate drop procedures or you risk getting a failing grade for the class.

MAKE-UP POLICY:

There will be no opportunity to make up in-class assignments unless the student presents the instructor with a physician's note.

It is imperative that you take examinations when scheduled. Make-up examinations will only be administered under extraordinary circumstances, when there is a documented reason of a serious and compelling nature. A make-up examination will not be the same as the original examination but will be based on the same body of material and information. A make up examination may be conducted as an oral examination within a week of missing the examination.

All assignments must be turned in by their assigned due date. One point will be deducted for each day the assignment is late (including weekends). ***Assignments will not be accepted 3 days after their due date without discussion with the professor.*** There are no make-ups for missed in-class projects. All written assignments will be graded on content, spelling accuracy and adherence to the style of the American Psychological Association. It is highly recommended that you verbally proof your work prior to submitting it.

Students may seek additional in-person and online writing assistance at the CSUC Writing lab. <http://www.csuchico.edu/slc/wtutorinfo.shtml>. Planning ahead is the best and most effective way to utilize academic resources.

Online Resources:

Purdue Online Writing Lab (OWL) <https://owl.english.purdue.edu>
Research and Citation; General Writing, Teacher and Tutor Resources;
Chico State Writing Resources: <http://www.csuchico.edu/slc/wtutorinfo.shtml>
APA Style (American Psychological Assc.) <http://www.apastyle.org>
ASHA Evidence-based Practice <http://www.asha.org/members/ebp/>

COURSE MATERIAL

Required textbooks

Introduction to Neurogenic Communication Disorders
Seventh Ed. (same as CMSD 431)
Robert H. Brookshire

Elsevier: ISBN: 0323045316

Trouble Talking

The realities of communication, language and speech disorders

Daniel Boone

Rowman and Littlefield ISBN: 978-1-5381-1037-9

Neurology for the Speech Language Pathologist

Fifth ed.

Webb and Adler

Elsevier: ISBN: 97807506752600750675268

Mosby's Review Questions for the SLP Praxis

Dennis Ruscello

Mosby Elsevier

ISBN 9780323059046

Suggested/optional (The first two texts are *required* for CMSD 642, spring 2019)

Motor Speech Disorders

3rd^d Ed.

Joseph R. Duffy

Elsevier: ISBN: 9780323072007

Dysphagia: Clinical Management in Adults and Children

2010

Groher and Crary

Mosby Elsevier ISBN 9780323052986

Management of Speech and Swallowing in Degenerative Diseases

3rd ed.

Kathryn M. Yorkston, Robert Miller and Edythe Strand

Pro-Ed ISBN 9781416405399

ISBN: **9781416405399**

The Source for Dysphagia

Updated and Expanded

Nancy Swigert

Linguistics

ISBN13: **978-0760607640**

ISBN10: **0760607648**

Students can also purchase the texts directly from the Evolve website using the following links.

- a. Groher – <https://evolve.elsevier.com/cs/product/9780323052986?role=faculty>
- b. Duffy - <https://evolve.elsevier.com/cs/product/9780323072007?role=faculty>
- c. Webb - <https://evolve.elsevier.com/cs/product/9780750675260?role=faculty>



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GRADING

There are 400 points possible in this class. To determine your grade, divide your total points by 4.0 to arrive at your overall percentage score. Compare your percentage score with the following grade scale:

Percentage Score	Grade	60-69	D
94-100	A	59 & below	F
90-93	A-		
87-89	B+		
83-86	B		
80-82	B-		
77-79	C+		
73-76	C		
70-72	C-		

COURSE REQUIREMENTS/EVALUATION: TOTAL POINTS POSSIBLE = 400

Examinations: There are two examinations, each worth 100 points. One midterm and one final.

Labs: Non-clinic labs are worth 100 points. Labs will be announced and posted on BBL throughout the semester. Clinic lab is worth 20 points.

1. Kerr project + Kirk Douglas (25 points) Due **October 3, 2018**
2. The Crash Reel (25 points) Due **November 7, 2018**
3. The dementias (25 points) Due **December 5, 2018**
4. Trouble Talking (25 points) Due **November 28*, 2018**
5. Clinic lab: Voice and speech lab (20 points) x1 Friday session mandatory; additional with instructor permission.

*Trouble Talking can be initiated at any time during the semester.

Semester project: There is an assessment and intervention semester project and oral/paper presentation to be presented the last two weeks of class. **Due November 16, 2018**. The project is worth 80 points. The project will culminate in a 10 minute class demonstration of two subtests from an assessment instrument and two intervention techniques that you might administer to an individual with an acquired communication disorder. Assessment instruments will be assigned in class.

All labs may earn extra credit if the student has generated responses that go beyond the instructions posted in the lab. An additional 5 points will be awarded if the student documents that he/she has become an affiliate of one of the ASHA SIGs. The student must be a member of NSSLHA to be eligible. Proof from ASHA must be provided to the instructor by 11/30/18. Additional extracurricular opportunities will be announced by the professor over the course of

the semester. One of these is attending a Parkinson's support group in Chico or Redding that occurs monthly. See instructor for more information on these opportunities.

Information literacy: This refers to the ability to locate, evaluate and effectively use evidence-based information. The CMSD has a research librarian to support students' research needs. Contact Meriam Library. **Readings:** All readings are noted on the syllabus.

COURSE OUTLINE (*SUBJECT TO CHANGE*)

8/29: Introduction. A& P. Brookshire 1, Webb & Adler (W&A), 1, 2

9/5: Neuroanatomy, vascular system, CVA, Brookshire 1, 8, W&A 6, 7, 11

9/12: Neuroanatomy and physiology; central language mechanism, aphasia classification. Brookshire 8, W&A, 10, 11

9/19: Assessment: Med record, imaging and language testing, Brookshire, 2-6

9/26: Assessment and intervention, Brookshire, 2-9

10/3: RHD assessment and intervention, Brookshire, 10, W&A, 11

10/10: RHD continued

10/17: RHD intervention; prep for midterm

10/24: Midterm administered

10/31: TBI assessment and intervention. Brookshire 11, W&A, 11

11/7: TBI continued

11/14: The dementias Brookshire 12, W&A 11

11/21: **Thanksgiving week**

11/28: The dementias continued.

12/5 Class projects

12/12: Class projects and prep for final

Final (cumulative) Wednesday, 12/19 Time TBA. Continue to check portal.

Program Student Learning Outcomes, CMSD 620

Course Objectives	Implementation	Criteria	Program SLO	Accreditation Standards		
				CAA	CFCC	CCTC
Identify the anatomy and physiology of the adolescent and adult speech and language mechanism	Class activities, exams, and assignments	80% accuracy	1, 2	3.1.2B	IV-B	SLP 3
List and discuss preventive measures of adult language disorders.	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	SLP 5
Develop ability to implement assessment procedures for adults with language disorders. Become familiar with standardized and dynamic testing procedures.	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	PS 5 SLP 4
Complete and analyze language samples, procedural discourse and narrative assessments verbally in in writing and interpret results.	Class activities, exams, and assignments	80% accuracy	3	3.1.4B	IV-D	PS 5 SLP 5
Develop appropriate intervention goals and procedures for adults with language disorders.	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	SLP 5
List and discuss the impact of speech, language, cognition, educational, cultural and psychological aspects of adult neurogenic disorders.	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	SLP 3
Demonstrate knowledge of assessment and management of aphasia, right hemisphere disorder, traumatic brain injury and the neuropathies and dementias	Class activities, exams, and assignments	80% accuracy	2, 3	3.1.3B 3.1.5B	IV-C IV-D	PS 3 SLP 3, 4, 5
Discuss multicultural and linguistic correlates in regards to adult language disorders.	Class activities, exams, and assignments	80% accuracy	2	3.1.2B	IV-C	PS 3

CMSD 620 Program SLOs

1. Demonstrate the knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorder including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
3. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
4. Successful completion of supervised clinical experiences, demonstrating knowledge and skill competencies,
5. Demonstrate knowledge and skill in Professional Practice Competencies which includes accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duties, collaborative practice.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology. <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology <https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

CTCC - California Commission on Teaching Credentialing
https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69_0