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### CSD 365.01: Acquired Communication and Swallowing Disorders

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# CSD 365: Acquired Communication and Swallowing Disorders

Spring 2023 | 3 credits | F2F | CRN 31740

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## Contact Information

Professor Sarah Conkle, M.S., CCC-SLP

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Office: 029 Curry Health Center

Office hours: Tuesdays, 12:30 - 1:30, or by appointment

## Overview

### Course Details

This course is offered in a face-to-face format. We meet Tuesdays and Thursdays from 11:00am – 12:20pm, in Curry Health Center (CHC 073).

### Course Catalogue Description

Identification, assessment, and intervention for a variety of acquired speech, language, cognitive, and swallowing disorders. Introduction to potential psychosocial impacts and educational concerns, utilizing the WHO-ICF, multicultural considerations, and incorporation of family members. Introduction to clinical documentation for acquired disorders.

### Course Format

Welcome to CSD 365. This course is currently offered in a face-to-face format. Unless the Montana Board of Regents makes a change to the entire university, Zoom will not be offered as an alternative format this semester. All content is synchronous, and course meetings occur 11:00am – 12:20pm Tuesdays/Thursdays. The course content is divided into topics. Each topic invites active student engagement in several types of activities, including reflecting on the readings, lecture, and video content, engaging in discussions, completing individual assignments and quizzes, and collaborating with other students in the class.

Although I make every effort to adhere to the course schedule as outlined below, it is tentative and subject to change. Additional readings may be required occasionally and will be posted to Moodle along with any changes that may be made in the schedule. Any changes to the schedule or additional readings will be posted to “Announcements” in Moodle - it is advantageous to receive (“turn on”) email notifications of any new announcements. I will also communicate in class about changes to the schedule.

Consult your course syllabus, the [UM academic calendar](https://www.umt.edu/provost/academiccalendar/): <https://www.umt.edu/provost/academiccalendar/> and final exam schedule before making travel plans. **Vacation/social plans are not an acceptable reason for rescheduling missed assignments.**

## Course Objectives

The student will meet the following learning objectives after participating in CSD 365:

- Demonstrate knowledge of neuroanatomy and etiology as the concepts related to acquired speech, language, and swallowing disorders.
- Possess an understanding of identification of acquired disorders across the lifespan.
- Describe assessment and treatment objectives for aphasia, apraxia, right hemisphere disorders, dysarthria, dementia, TBI, voice, swallowing, and counseling.
- Demonstrate sensitivity to multicultural considerations as they relate to the assessment, treatment, and counseling surrounding acquired communication disorders.
- Demonstrate knowledge of evidence-based practice, including consideration of family members into the assessment and therapy process.

## Course Expectations, Guidelines, and Policies

### COVID-19 Policies

- If you feel sick and/or are exhibiting COVID symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support to ensure continued academic progress. Notes will be provided, and you are also encouraged to get additional notes from a classmate.
- UM recommends students get the COVID vaccine and booster. Please direct your questions or concerns about vaccines to the [Curry Health Center](#).
- In some rare cases, class will be recorded. However, classes will not be recorded any time we discuss patient examples.
- Please refer to the following webpage for additional COVID-related resources for mental health, academic support, and updates: [Provost Communications](#).

### Required Textbook

*Introduction to Neurogenic Communication Disorders, 3<sup>rd</sup> Edition*. Manasco, M. H. (2021). Jones and Bartlett Learning: Burlington, MA. (ISBN 13: 978-1284175592).

Additional readings will be posted throughout the term on the course website (Moodle). In addition, some sessions will involve interaction with media. Please follow the detailed course information that will be released each week on Moodle.

### Attendance & Absences

Regular and consistent attendance is vital, and students are expected to attend each class in person. Attendance will be taken each class. If you feel ill at all, please do not come to class, and let your professor know via email before the class. Zoom recordings of class will not typically be made, as we often discuss case examples of real patients. I will work to ensure you get the notes for any classes you miss due to illness; however, you are also encouraged to get notes from a peer. Students must notify the professor of serious circumstances that result in a missed exam or final in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing an exam, students must consult with the professor regarding possible accommodations to be determined at the discretion of the instructor.

Students are expected to notify the professor if they have a compelling reason to miss class. If Professor Conkle is not appropriately notified (via email) of a student's absence ahead of time, it will be counted as an unexcused absence. Documented illness will not count against your participation grade.

You are welcome to bring technology to the classroom, but please behave respectfully. Silence all electronic devices before class begins. If you receive an urgent phone call during class (e.g., a family emergency), please leave the classroom before initiating the conversation to minimize disruption. Cell phone use/texting during class is not permitted. Please be respectful of your instructor, as well as other students in the class. Students who do not adhere to these technology policies will receive a reduced class participation grade.

### **Communication Policy**

Please use only your official UM email account to communicate with your professors. I will not respond to emails from personal email accounts (e.g., gmail, yahoo, etc.). Allow at least 2 business days for a response to emails. Make sure that the message in the subject line of the email reflects the content of the message being sent.

### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with the Office for Disability Equity, please contact them in Aber Hall, 1<sup>st</sup> floor, or call (406) 243-2243. The faculty of the Speech, Language, Hearing, and Occupational Sciences Department are committed to working with you and the Office for Disability Equity to provide an appropriate modification.

### **Respect for Diversity**

Your experience in this class is important to me. I will treat you with respect and I welcome individuals of all ages, backgrounds, beliefs, races, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or pronoun than what is on your registration. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of the class.

### **Academic Honesty**

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#): "Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents."

### **Plagiarism**

Plagiarism is further defined in the University of Montana's Student Conduct Code as "Representing another person's words, ideas, data, or materials as one's own." Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

## **Grades**

### **Quizzes**

Understanding of the course material will be assessed via short open-book, open-note, topic quizzes, each worth 2% of your total grade. Each quiz will be completed online on the Moodle page and will be open note and open book. However, all work should be completed independently. That is, you may not work with anyone else on the quizzes, as each quiz is designed to determine your understanding of the course content prior to each of the examinations. Students who are caught sharing answers or taking the quiz together will receive a 0% and may receive additional disciplinary action. Quizzes will open after each topic concludes, and students must complete quizzes before the start of the subsequent class (i.e., quizzes will close at 10:50am before a new topic is presented within the next class). Missed quizzes cannot be made up.

### **Examinations**

Understanding of the course material will be assessed via two examinations (midterm and final) with each test worth **15%** of your total grade in the course. Examination questions will be based on materials from lectures, the textbook, additional supplemental readings, and assignments. Exams will be delivered through Moodle. More information will be discussed in class about each exam. The midterm examination will take place on Thursday, March 16<sup>th</sup>, and the final exam will take place on Tuesday, May 9<sup>th</sup> from 8:00 – 10:00am (per the UM Finals Calendar). The final is not cumulative, but it will build on concepts introduced earlier in the course.

### **Assignments**

Students will complete several assignments throughout the semester. Additional information and specific expectations for each assignment will be posted in Moodle and discussed in class during the semester. Assignments must be submitted electronically via Moodle (not via email) by 11:55pm on the day they are due. All assignments must be submitted to Moodle as a Microsoft Word document (.docx, .doc). Please do not use any other format (e.g., PDF, Pages) to submit assignments. All assignments should be proof-read for spelling, grammar, and formatting prior to submission. Submit assignments as: lastname\_firstinitial\_assignment name (e.g., Conkle\_S\_ClinicalObservationReport).

#### **Assignment 1: Clinical Observation Report**

Students will observe one hour of clinical service delivery, then engage in a discussion and class activity during class Tuesday, February 7<sup>th</sup>. You will then complete an observation report reflecting on your learning from completing the observation. See the Moodle shell for the report template. The observation will also be discussed in class. The report is due to the Moodle shell on Tuesday, February 14<sup>th</sup> by 11:55pm.

#### **Assignment 2: Simulated Patient Reflection**

Students will participate in a simulated patient experience during class on Tuesday, February 28<sup>th</sup>. It is very important that you attend class on this day. You will then complete a written reflection of your experience interacting with a simulated patient with a communication disorder. See the Moodle shell for the reflection template. The reflection paper is worth 10% of your overall grade. The reflection is due to Moodle on Tuesday, March 14<sup>th</sup> by 11:55pm.

#### **Assignment 3: Group Report & Presentation**

This course will culminate in a significant final group report and in-class group presentation. This assignment is designed to encourage your cooperative exploration of various elements related to specific acquired speech, language, cognitive-communication, and swallowing disorders discussed in class. This project will allow you to investigate etiology, assessment, treatment, and interdisciplinary practice for a specific disorder, in more depth than we are able to discuss in class in small groups with your peers. The written report is due Thursday April 27<sup>th</sup>. Peer evaluations are due Thursday, May 4<sup>th</sup>.

In-class presentations will take place 4/25, 4/27, and 5/2. The written group report and group presentation will be worth 20% of your overall grade in the course. Passing the course is dependent on your participation in this assignment. More details will be discussed in class and details will be provided on the Moodle shell.

Note: Please use *person-first* language in ALL work to be consistent with IDEA. Emphasize the person more than the disability (e.g., *person with aphasia*, NOT *an aphasiac*).

### Late assignments

Work submitted late will result in the reduction of 10% *per day* the assignment is late (including weekends). Students are encouraged to turn assignments in on time. All assignments will be submitted to the online course supplement, Moodle.

### Course Grading Procedures

Assessment Information: Students may earn points from exams, quizzes, assignments, and participation. The course breakdown is as follows:

Contribution to Course Grade	Assessment Item	Description of Assessment Item (See above for detailed description)	Due Date
Total Quiz Contribution: 20% (Each quiz: 2%)	Quizzes	Complete 10 short, open-book, open-note, topic quizzes.	On completion of each topic
10%	Assignment 1: Clinical Observation Report	Observe one hour of clinical service delivery in class, then engage in a discussion and class activity.	Observation: 2/07 Report due: 2/14
10%	Assignment 2: Simulated Patient Reflection	Participate in a simulated patient experience. Complete a written reflection of your experience interacting with a simulated patient with a communication disorder.	Simulation: 2/28 Reflection due: 3/14
20%	Assignment 3: Report and In-Class Presentation	Participate in an in-depth group report and in-class group presentation related to one acquired speech, language, cognitive-communication, or swallowing disorder. Investigate etiology, assessment, treatment, and interdisciplinary practice. Complete peer review evaluation form.	Written report: 4/27 Peer evaluations: 5/4 In-class presentations: 4/25, 4/27, and 5/2.
10%	Attendance/Participation	Active participation in class activities and discussions is expected for all students. Attendance will be tracked for each class meeting.	Throughout course
15%	Midterm	Weeks 1-7	Thursday 3/16
15%	Final	Weeks 8-15	Tuesday 5/9 from 8:00-10:00am

### Participation

In-class discussions and activities will occur throughout the term and will serve to determine each student's participation grade. Attendance will be taken each class. Students are expected to notify the professor if they have a compelling reason to miss class. If Professor Conkle is not appropriately notified (via email) of a

student's absence ahead of time, it will be counted as an unexcused absence. Each student can miss up to 2 classes. Each subsequent absence will detract 2% from your participation grade. Documented illness will not count against your participation grade.

The grading scale is as follows:

- A 93% or higher
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- F 59% or lower

## **Place of Course in SLHOS Program**

### **Purpose**

This three-credit course is designed to provide students with an understanding of neurogenic speech and language disorders. Additionally, acquired swallowing and acquired voice disorders will be covered in this class. Students will understand the nature of each disorder, as well as associated assessment procedures and treatment options. Considerations pertaining to the prevention of acquired speech and language disorders will be discussed. Multicultural issues pertaining to assessment and intervention will also be addressed. This class will serve as a foundation for senior level and graduate level coursework that focuses on acquired speech and language disorders.

### **Conceptual Framework for Learning Community and Diversity**

As part of the College of Health this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. The goals of the learning community will be demonstrated through the following course-specific experiences: a) increasing awareness of the unique needs of individuals with acquired communication disorders b) participating in discussions where students will interact with one another to apply course concepts and c) writing assignments using a culturally unbiased manner and participating in course content related to services with individuals from diverse backgrounds. Additional information is available regarding our [Conceptual Framework](#).

### **Mission of the School of Speech, Language, Hearing, and Occupational Sciences**

The mission of the School of Speech, Language, Hearing, & Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

### **Student Resources**

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

### Campus Safety & Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana. Emergencies are rare, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. **Above all, remember to dial 911 to report all emergencies.** Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. Areas of refuge are located at the elevator doors. Please notify your instructor(s) at the beginning of the semester if you have special needs or will require assistance during an emergency situation. [UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear. Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available.](#) You may elect to remain anonymous when making a report. [Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Hide, Fight"](#) response for an [active shooter](#) incident. Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.

#### RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

#### HIDE

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

#### FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

***CSD 365 Spring 2023: Tentative Class Calendar is subject to change as needed. See Moodle for additional readings.***

Session	Date	Topic	Readings	Due
1	1/17	Introduction to Acquired Neurogenic Communication Disorders (including speech, language, cognition interactions); Key Terminology; Syllabus Review		Purchase your textbook!  Complete Moodle introduction forum before 1/19 class
2	1/19	Evidence-based Practice (including WHO-ICF); Multicultural Considerations; Acute Etiologies of Acquired Disorders	Manasco Ch. 1: <i>Introduction</i> Manasco Ch. 3: <i>Acute Etiologies of Neurogenic Communication Disorders</i>	Quiz 1 opens after class
3	1/24	The Neural Basis of Speech and Language (including overview of the cells of the nervous system, the central nervous system, the peripheral nervous system)	Manasco Ch. 2: <i>Basic Brain Anatomy</i>	Quiz 1 due before class



Session	Date	Topic	Readings	Due
4	1/26	The Neural Basis of Speech and Language continued	Halpern & Goldfarb Ch. 2: <i>Neural Basis of Speech and Language</i>	Quiz 2 opens after class
5	1/31	The Aphasias (including signs and symptoms, related behaviors, associated deficits, classification and types, assessment, treatment)	Manasco Ch. 4: <i>The Aphasias</i>	Quiz 2 due before class
6	2/2	The Aphasias continued	Kleim, J. A. & Jones, T. A. (2008). <i>Principles of experience-dependent neural plasticity: Implications for rehabilitation after brain damage</i> (See Moodle)	Quiz 3 opens after class
7	2/7	<b>Clinical Observation and Class Discussion (Assignment 1)</b>		Quiz 3 due before class
8	2/9	Apraxia of Speech (including characteristics of AoS, AoS vs. aphasia, AoS vs. dysarthria, other apraxias, PPAoS, evaluation of motor speech disorders, treatment)	Manasco Ch. 6: <i>Motor Speech Disorders: Apraxia of Speech and Evaluation of Motor Speech Disorders</i>	
9	2/14	Apraxia of Speech continued		Assignment 1: Observation Report due by 11:55pm  Quiz 4 opens after class
10	2/16	The Dysarthrias (including conceptual programming levels for speech, importance of lesion location, terminology, types and etiologies, evaluation, diagnosis, treatment, management)	Manasco Ch. 7: <i>Motor Speech Disorders: The Dysarthrias</i>	Quiz 4 due before class
11	2/21	The Dysarthrias continued		Quiz 5 opens after class
12	2/23	Traumatic Brain Injury (including levels of severity, risk factors, types of etiological injuries, common deficits, functional effects, assessment, treatment, management)  Preparation for Assignment 2: Discussion: How to interact with patients with communication disorders	Manasco Ch. 8: <i>Traumatic Brain Injury</i>  Sullivan Ch. 9: <i>Communication</i> (See Moodle)	Quiz 5 due before class
13	2/28	<b>Simulated Patient Reflection and Class Discussion (Assignment 2)</b>		
14	3/2	Traumatic Brain Injury continued	Manasco Ch. 8: <i>Traumatic Brain Injury</i>	
15	3/7	Video Lecture: TBI Prevention	Togher, L. et al. (2023). <i>Rehabilitation following traumatic brain injury, part IV: Cognitive-communication and social cognition disorders</i> (See Moodle)	Quiz 6 opens after class
16	3/9	Catch up day		Quiz 6 due before class
17	3/14	Discussion: Review for Midterm		Assignment 2: Simulated Patient

Session	Date	Topic	Readings	Due
				Reflection due by 11:55pm
18	3/16	<b>Midterm Examination</b>		
	3/21 and 3/23	SPRING BREAK		
19	3/28	Right Hemisphere Disorders (including history, normal functions of right hemisphere, etiologies, effects, assessment, treatment, care partner education)	Manasco Ch. 5: <i>Right Hemisphere Disorders</i>	Quiz 7 opens after class
20	3/30	Dementia (including normal changes with age, definition and course, types of dementia, risk factors, assessment, management, role of the SLP, goals for therapy)  Discussion of final project (Assignment 3)	Manasco Ch. 9: <i>Dementia</i>	Quiz 7 due before class  Assignment 2: Simulated Patient Reflection due by 11:55pm
21	4/4	Dementia continued	Rachael Wonderlin: <i>If I Got Dementia</i> (See Moodle)	Quiz 8 opens after class
22	4/6	Acquired Voice Disorders (including terminology, healthy vocal tract, medical and non-medical etiologies, functional disorders, psychogenic disorders, evaluation, intervention)	Owens et al. Ch 8: <i>Voice and Resonance Disorders</i> (See Moodle)	Quiz 8 due before class
23	4/11	Acquired Voice Disorders continued	ASHA: <a href="#">Voice Disorders</a>	Quiz 9 opens after class
24	4/13	Acquired Swallowing Disorders (including normal swallowing, phases of swallowing, disordered swallowing by phases, etiologies, evaluation for swallowing, treatment)	Groher & Puntil-Sheltman Ch. 1: <i>Dysphagia Unplugged</i>	Quiz 9 due before class
25	4/18	Acquired Swallowing Disorders continued	Owens et al. Ch 11: <i>Disorders of Swallowing</i>  ASHA: <a href="#">Swallowing and Feeding</a>	Quiz 10 opens after class
26	4/20	Counseling (including SLP scope of practice, stages of grief, negative attitudes and emotions, counseling the patient, counseling the care partner)	Manasco Ch 10: <i>Counseling</i>	Quiz 10 due before class
27	4/25	Assignment Presentations		Group Presentation (Assignment 3) must be sent to Professor Conkle prior to your in-class presentation
28	4/27	Assignment Presentations		Group Report (Assignment 3) Due by 11:55pm
29	5/2	Assignment Presentations		
30	5/4	Review for Final Course Reviews		Peer evaluation (Assignment 3) due
31	5/9	<b>Final Exam</b>	<b>Tuesday 5/9 8:00- 10:00am (set by registrar's office)</b>	