



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Winter 2020

SCSD 689
Management of Craniofacial Disorders
Number of Credits: 1 Credit
Course Time: January 6, 13, 20, 27, February 17, 24, 2020
14:15 – 16:15
Location: SCSD, Room 862

Instructor: Lisa Massaro, M.Sc.(A), SLP
Office Phone: 514-412-4400, ext. 22911
Office Hours: By appointment (set up by phone or by email)
Email: lisa.massaro@mcgill.ca

Course Overview: This course covers craniofacial disorders and their associated impact on speech parameters. It will describe the various syndromes, sequences and associations known to include craniofacial differences. Students will learn about the evaluation of speech parameters as well as the intervention for speech disorders in craniofacial disorder populations.

Learning Objectives:

Role 1: Role of Expert

1.1 Knowledge Expert	
a) Apply knowledge of various craniofacial differences to understand their potential impact on different speech parameters.	
<ol style="list-style-type: none"> 1. Define craniofacial disorders (CFD) 2. Review how embryological development can lead to CFD 3. Explore issues related to prevalence, race and gender 4. Describe anatomical differences and how each of them may impact resonance, articulation, and voice 5. Understand nature and management of cleft lip and palate 6. Describe distinguishing features of various syndromes, sequences and associations known to have craniofacial differences 	Class lecture; case studies; class discussions; in-class practice; group presentations; exam
1.2 Clinical Expert	
f) & g) Plan, conduct and adjust an assessment plan to evaluate speech parameters and oral-facial features in craniofacial populations. Analyze and interpret assessment results.	
<ol style="list-style-type: none"> 1. Explore assessment tools used with CFD 2. Understand components of assessment particular to CFD 3. Analyze and interpret speech findings 4. Review formulation of a clinical conclusion, prognostic statement and recommendations for case study 	Class lecture; case studies; analysis of speech samples; exam
i) Develop potential treatment plan that includes techniques specific to speech difficulties associated with CF populations	
<ol style="list-style-type: none"> 1. Understand intervention techniques for CFD based on age and speech difficulty 2. Review potential speech goals 3. Describe specific treatment techniques 	Class lecture; case studies; in-class practice; exam

Role 2: Role of Communicator

a) Communicate respectfully and effectively using appropriate modalities	
1. Use language that is appropriate to the client and context, taking into account age, culture, linguistic abilities, education level, cognitive abilities and emotional state when delivering information with respect to nature of CFD and impact on speech parameters.	Class lecture; role play; group discussion

Role 3: Role of Collaborator

a) Establish and maintain effective collaborations to optimize client outcomes	
1. Interact effectively with all team members. Describe the different medical, psychosocial and developmental components of CFD and how team care is necessary to address the multi-faceted needs of this population	Class lecture; group discussion
2. Recognize and respect the roles and perspectives of other individuals. Understand role and expertise of SLP on CF team	

Note: Role 4: Advocate, Role 5: Scholar, Role 6: Manager, Role 7: Professional are not specifically targeted in this class.

Instructional Method:

- Lectures with student participation in hands-on activities. Learning will be based on an adult learning model of “Prepare-Present-Practice-Personalize”.
- Practical activities will include phonetic transcriptions, group brainstorming, group presentations, role-play and case study analysis.

Required Course Materials:

- Required readings are available through MyCourses. Supplementary readings are available via resources available in the SCSD library or on-line.
- It is essential that students read the weekly required readings and accompanying PowerPoint presentation on MyCourses **prior to each class**.
- Prepare two questions you would like to have answered during the course. The questions can be emailed to the instructor prior to the first lecture or handed in at the first class.

Supplementary Readings:

1. Peterson-Falzone, S. J., Trost-Cardamone, J.E., Karnell, M.P. & Hardin-Jones, M.A. (2017). *The Clinician’s Guide to Treating Cleft Palate Speech-2nd Edition*. U.S.A.: Mosby, Elsevier.
2. Sulprizio, Sandra (2010). *The Source for Cleft Palate and Craniofacial Speech Disorders*. East Moine, IL: LinguSystems.
3. *Core curriculum for assessment and treatment of craniofacial-clefting conditions* American Cleft Palate Association, www.acpa-cpf.org (available from web site)
4. Kummer, Ann W. (2013). *Cleft Palate and Craniofacial Anomalies: Effects on Speech and Resonance* (3rd ed.). U.S.A: Thompson Delmar Learning.
5. Henningson, G., Kuehn, D. P., Sell, D., Sweeney, T., Trost-Cardamone, J. E., Whitehill, T. L. (2008). Universal Parameters for Reporting Speech Outcomes in Individuals with Cleft Palate. *Cleft Palate-Craniofacial Journal*, 45(1), 1-17.

Date	Required Readings & Topics
Week 1 January 6th, 2020	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Forrest, C. R., Hopper, R. A. (2013). Craniofacial Syndromes and Surgery. <i>Plastic and Reconstructive Surgery Journal</i>, 131(1), read pp 86-88 (end of “Nomenclature”) & pp 88 (“Functional Issues”) – 91 (end of “Psychosocial” paragraph). 2. PowerPoint available on MyCourses <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define craniofacial disorders 2. Review normal craniofacial features 3. Identify craniofacial differences 4. Understand potential impacts of craniofacial difference on speech: resonance, articulation and voice
Week 2 January 13th, 2020	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Peterson-Falzone, S. J. (2011). Types of Clefts and Multianomaly Craniofacial Conditions, <i>Seminars in Speech and Language</i>, 22(20), p. 96-98 “Embryological development of CL/P”. 2. Kummer, Ann W. (2018). A Pediatrician’s Guide to Communication Disorders Secondary to Cleft Lip/Palate. <i>Pediatr Clin N Am</i>, pp 32-42 (prevalence and types of clefts, excellent pictures), pp 43 (Treatment) – 45 (end of section on “Speech therapy...”). 3. PowerPoint available on MyCourses <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Review how embryological development can lead to CFD 2. Distinguish types of cleft lip and/or palate 3. Appreciate prevalence, gender, and race information 4. Describe physical management of cleft lip and/or palate and craniofacial differences
Week 3 January 20th, 2020	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Peterson-Falzone, S. J. (2011). Types of Clefts and Multianomaly Craniofacial Conditions, <i>Seminars in Speech and Language</i>, 22(20), p. 98-114 . 2. Powerpoint available on MyCourses <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Develop knowledge related to feeding, developmental and psychosocial aspects related to craniofacial differences 2. Understand team care in care of CFDs 3. Appreciate role and expertise of SLP on craniofacial team 4. Identify distinguishing features of various syndromes, sequences and associations known to have craniofacial differences

<p>Week 4 January 27th, 2020</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Kummer, Ann W. (2016). Evaluation of Speech and Resonance for Children with Craniofacial Anomalies. <i>Facial Plast Surg Clin N Am</i>, 24, 445-451. 2. Powerpoint available on MyCourses <p>Other:</p> <ol style="list-style-type: none"> 1. Submit hand-written “Entry Ticket” multiple choice question based on material covered during weeks 1, 2 & 3. (5%) 2. Small group presentation on assigned craniofacial population (10%). All or most of preparation will have been completed during Class 3” <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Identify distinguishing features of various syndromes, sequences and associations known to have craniofacial differences 2. Understand components of assessment particular to CFD 3. Explore assessment tools used specifically with CFD <p>Handouts to be distributed in class but available on MyCourses for Weeks 4 & 5:</p> <ul style="list-style-type: none"> -VeloPharyngeal Impairment Effects on Life Outcomes (VELO) -Universal Parameters for Reporting Speech Outcomes in Individuals with Cleft Palate. (Alexander et al, 2006). -Intelligibility in Context Scale (MacLeod, S et al, 2012, ICS) -American English Sentence Sample (Judith Trost-Cardamone) -Oral Peripheral Evaluation (Linguisticsystems)
<p>Week 5 February 17th, 2020</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Kummer, Ann W. (2011). Speech Therapy for Errors Secondary to Cleft Palate and Velopharyngeal Dysfunction. <i>Seminars in Speech and Language</i>, 32(2), 191-198. 2. PowerPoint available on MyCourses <p>Other:</p> <ol style="list-style-type: none"> 1. Bring handouts from last week <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Analyze and interpret speech findings 2. Review a clinical conclusion, prognostic statement and recommendations based on an evaluation 3. Understand intervention techniques for CFD based on age and speech difficulty
<p>Week 6 February 24th, 2020</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. PowerPoint available on MyCourses <p>Other:</p> <ol style="list-style-type: none"> 1. Submit hand-written “Entry Ticket” multiple choice question based on material covered <u>in readings</u> from weeks 3, 4, or 5. (5%) <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Understand intervention techniques for CFD based on aged and speech difficulty 2. Select and practice specific treatment techniques according to speech sound or resonance errors

Evaluation:

This course is assigned a pass/fail grade. Attendance and participation in all classes are mandatory.

Grading Criteria:

In order to receive a PASS in the SCSD 689 the students must receive a PASS (65% or better) in all areas:

Course Work:

- A PASS on all in-class assignments and final examination (multiple choice)
- Attendance and participation in all lectures and classroom activities

Assignment	Date	Sub Roles Targeted	Expected Performance Level
Class attendance and participation: 10%	Weeks 1-6		
Group presentation on one syndrome associated with Craniofacial Disorder: 10%	2020-01-27	Foundational principles of applying basic physical knowledge to explain speech manifestations	Advanced beginner
Preparation of one well-designed multiple choice question based on information from Weeks 1-3: 5%	2020-01-27	Foundational principles of applying knowledge and assessment planning	Advanced beginner
Preparation of one well-designed multiple choice question based on information from Weeks 4-6: 5%	2020-02-20	Assessment and intervention planning	Advanced beginner
On-line, open-book multiple-choice examination: 70%	Opens 2020-02-20 17h Closes 2020-03-04 23h59	Foundation principles of knowledge, assessment and intervention planning	Advanced beginner

McGILL Policy Statements:

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Additional Statements

- “The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.”
- “© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”
- “As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.”
- “End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”
- In keeping with McGill's preparedness planning strategies with respect to potential pandemic or other concerns, the Administration suggests that all course outlines contain the statement: “In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.”
- Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (see the Handbook on Student Rights and Responsibilities).
- McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the Office of Sustainability.)
- Guidelines for the use of mobile computing and communications (MC2) devices in classes at McGill have been approved by the APC. Consult the Guidelines for a range of sample wording that may be used or adapted by instructors on their course outlines.