

Aphasia

Audiology and Speech-Language Pathology 573

Winter 2004

Instructor: Shawn Nissen
Class Hours: 8:00-9:15 TTH
Location: 125 TLRB

Office Hours: By appointment
Office Location: TLRB 138
E-mail: shawn_nissen@byu.edu

Course Description and Objectives:

This course is designed to be a continuation of the study of the clinical neurology of speech and language begun in Motor Speech disorders ASLP 575, with an emphasis on acquired adult language disorders. Through text, lecture, and a variety of multi-media sources, students will be introduced to specialized knowledge relevant to the theoretical basis, prevention, clinical assessment, prognosis, and rehabilitation of aphasia. In addition, associated communication disorders such as right hemisphere deficits, dementia, apraxia, and various agnosias will also be discussed in this course. It will also contain an overview of the neurological science and neurodiagnostic techniques essential to the assessment and treatment of aphasia and related communication disorders.

Students must demonstrate a competent knowledge of each of the following course goals to receive credit for this course. A student's level of competency will be measured through both formative (F) and summative (S) evaluations. If a student fails to meet the 75% competency criterion for a specific course goal, the instructor may require the successful completion of remedial readings, assignments, or examination questions. By satisfactorily completing the formative and summative evaluations of this course, the student will make progress toward ASHA's 2005 standards for the Certificate of Clinical Competence in Speech-Language Pathology. A student's progress toward these standards will be communicated to the student through objective scoring, a mid-semester interview with the instructor, and written feedback from the instructor and student peers.

CAA Standards addressed in this course are as follows:

Standard III-B: The applicant must demonstrate knowledge of the nature of basic human communication and swallowing process, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Standard III- E: The applicant must demonstrate knowledge of standards of ethical conduct.

Standard III- F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Standard III- G: The applicant must demonstrate knowledge of contemporary professional issues.

Standard IV-A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Goal #1 Students will demonstrate competent knowledge of the neuroanatomical and neurophysiological correlates of receptive/expressive language and the cognitive basis for communication.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ divisions of the nervous system ◆ CNS structures involved in communication ◆ neurophysiological mechanisms of communication and cognition ◆ protective systems and vulnerabilities of the CNS ◆ cerebral blood supply ◆ neurodiagnostic methods ◆ general neuropathology associated with aphasia 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Website review (F) ◆ Research article critique (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Mid-semester interview 	III-B IV-A

Goal #2 Students will demonstrate competent knowledge of the classification, etiologies, and symptomatology of aphasia and related acquired language disorders.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ early historical perspectives on aphasia ◆ various definitions of aphasia ◆ issues and types of aphasia classification ◆ etiology and symptomatology of nonfluent aphasias ◆ etiology and symptomatology of fluent aphasias ◆ etiology and symptomatology of atypical aphasias and various agnosias ◆ etiology and symptomatology of right hemisphere disorders 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Website review (F) ◆ Research article critique (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Mid-semester interview 	III-C IV-A IV-B

Goal #3 Students will demonstrate competent knowledge of the prevention of aphasia and related acquired language disorders.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ the prevalence and incidence of aphasia. ◆ the risk factors for stroke, TBI, and other possible causes of aphasia. ◆ contemporary research and lifestyle strategies that facilitate neurological health. 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Website review (F) ◆ Research article critique (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Mid-semester interview 	III-D III-F IV-B

Goal #4 Students will demonstrate competent knowledge concerning the appropriate selection, administration, and interpretation of a variety of assessment techniques and measurement tools.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ basic principles of formal and informal assessment. ◆ the most frequently assessed behaviors. ◆ the strengths and weaknesses of common scoring systems. ◆ standardized tests in the assessment of aphasia. ◆ assessment of functional communication. ◆ activities used in assessment. ◆ ethnocultural considerations in assessment. ◆ aphasia assessment across varied clinical settings. 	<ul style="list-style-type: none"> ◆ Assessment project (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Written instructor comments ◆ Peer evaluations 	III-D III-E III-F III-G IV-B

Goal #5 Students will demonstrate competent knowledge of the theoretical basis, methodology, and efficacy measures of a variety of treatment protocols designed to address the functional limitations of aphasia and related communication disorders.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ basic principles of the treatment of individuals with aphasia. ◆ variables that affect treatment outcome. ◆ ethnocultural considerations in treatment. ◆ appropriate treatment methodology across varied clinical settings. ◆ functional treatment methods for deficits in auditory comprehension, verbal expression, reading, writing, and pragmatics. ◆ techniques for effective documentation. ◆ ethical care for individuals with aphasia. ◆ functional treatment outcome measures. 	<ul style="list-style-type: none"> ◆ Peer teaching experience (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Written instructor comments ◆ Peer evaluations 	III-D III-E III-F III-G IV-B

Course Requirements:

Students are required to read any assigned chapters and or research articles prior to lecture. During lecture, class participation and questions regarding the topic material are strongly recommended. An evaluation (grades) of how well a student comprehends reading and lecture material will be based upon a midterm and final examination. The final will be comprehensive in nature, measuring a student's knowledge of concepts presented throughout the semester. There will be no makeup or late exams given without a valid excuse. Any unexcused missed exams will not contribute points toward your final grade.

In addition, students will be required to complete a course portfolio. This portfolio will contain the following elements: 1) a short review of a research article in the area of aphasia assessment or treatment, 2) an assessment project to be completed by student groups, 3) a written critique of several of the leading informational websites on aphasia and related disorders, and 4) a peer teaching workshop presented to the class on a specific treatment program. A detailed explanation of each element of the portfolio will be discussed during lecture.

Grading:

An evaluation of each student's progress toward the course goals will be communicated to the student through objective scoring, a mid-semester interview with the instructor, and written feedback from the instructor and student peers.

A final course grade will be assigned on a straight scale and will be computed according to the following breakdown:

Midterm Exam:	100 points
Portfolio	
Research Article Review	25 points
Assessment Project	25 points
Website Review	25 points
Treatment Presentation	50 points
Final Exam:	<u>125 points</u>
Total	(350/3.5)

After dividing the total number of points by 3.5, a final grade will be assigned according to the following scale: 94-100 A, 90-93 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, ect... Final grade points containing decimals will be rounded to the closest integer. However, as was stated in the objective section of the syllabus, a student must meet the 80% competency criterion for each course goal or complete remedial requirements (readings, assignments, examination questions) to the instructor's approval to receive credit for this course.

Required Texts: Chapey, R.A. (2001). *Language intervention strategies in adult aphasia, Fourth edition*. Baltimore: Williams & Wilkins.

Additional Resources:

Avent, J. R. (1997). Manual of cooperative group treatment for aphasia. Boston: Butterworth-Heinemann.

Benson, D.F., & Ardila, A. (1996). Aphasia: A Clinical Perspective. New York: Oxford University Press, Inc.

Beukelman, D., Yorkston, K., & Reichle, J. (2000). Augmentative and Alternative Communication for Adults with Acquired Neurologic Disorders. Baltimore: Brookes.

Collins, M. (1986). Diagnosis and Treatment of Global Aphasia. San Diego: College-Hill Press.

Davis, G.A. (2000). Aphasiology: Disorders and Clinical Practice. Boston: Allyn and Bacon.

Golper, L. A. (1992). Sourcebook for Medical Speech Pathology. San Diego: Singular.

Hegde, M.N. (1998). A Coursebook on Aphasia and Other Neurogenic Language Disorders. San Diego: Singular Publishing Group.

Helm-Estabrooks, N., & Albert, M. (1991). Manual of Aphasia Therapy. Austin: Pro-ed.

Helm-Estabrooks, N., & Holland, A. (1998). Approaches to the Treatment of Aphasia. San Diego: Singular Publishing Group, Inc.

Johnson, A. F., & Jacobson, B. H. (1998). Medical speech-language Pathology: A Practitioner's Guide. New York: Thieme.

Kent, R. (1994). Reference Manual for Communicative Sciences and Disorders. Austin, TX: Pro-Ed.

Kuehn, D., Lemme, M., & Baumgartner, J. (1989). Neural Bases of Speech, Hearing, and Language. Boston: Little, Brown, & Co.

LaPointe, L.L. (1997). Aphasia and Related Neurogenic Language Disorders. Stuttgart: Thieme.

Lyon, J.G. (1998). Coping with Aphasia. San Diego: Singular Publishing Group, Inc.

Marshall, R.C. (1999). Introduction to Group Treatment for Aphasia: Design and Management. Boston: Butterworth-Heinemann.

Miller, R., & Groher, M. (1990). Medical Speech Pathology. Rockville, MD: Aspen Publishers.

Parr, S., Byng, S., & Gilpin, S. (1997). Talking about aphasia. Philadelphia: Open university press.

Payne, J.C. (1997). Adult Neurogenic Language disorders: Assessment and Treatment. San Diego, singular Publishing Group, Inc.

Pound, C., Parr, S., Lindsay, J., & Woolf, C. (2000). Beyond aphasia: Therapies for Living with Communication Disability. Bicester, Oxon, United Kingdom: Winslow Press LTD.

Prescott, T.E. (1989). Clinical Aphasiology: Volume 18. Boston: College-Hill Press.

Purnell, L, & Paulanka, B. (1997). Transcultural Healthcare: A Culturally Competent approach. Neward, DE: F. A. Davis.

Sarno, M.T. (1991). Acquired Aphasia. San Diego: Academic Press, Inc.

Tanner, D.C. (1999). The Family Guide to Surviving Stroke and Communication Disorders. Boston: Allyn and Bacon.

Wallace, G.L. (1996). Adult Aphasia Rehabilitation. Boston: Butterworth-Heinemann.

Wulf, H.H. (1973). Aphasia, my world alone. Detroit: Wayne State University Press.

Yoder, D., & Kent, R. (1988). Decision Making in Speech-Language Pathology. Toronto: B.C. Decker, Inc.

Yorkston, K. (Ed.) (1992). Augmentative Communication in the Medical Setting. Tucson, Arizona: Communication Skill Builders.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB.

Academic Misconduct

Academic misconduct is a serious matter and should be avoided. Details about what constitutes a violation of the Honor Code, Academic Honesty Policy, Academic Misconduct, and Plagiarism can be found in the Course Catalog. Any instance of academic misconduct will result in a failing grade in this course.

Estimated Course Outline		
Week	Date	Topic

1	1/6 & 1/8	Introduction/Neuro Review
2	1/13 & 1/15	Neuroanatomy/physiology
3	1/20 & 1/22	Neuroanatomy/physiology
4	1/27 & 1/29	Neurodiagnostic Techniques
5	2/3 & 2/5	Classification/Definition
6	2/10 & 2/12	Assessment
7	2/17 & 2/19	Assessment
8	2/24 & 2/26	Assessment
9	3/2 & 3/4	Treatment
10	3/9 & 3/11	Treatment
11	3/16 & 3/18	Treatment
12	3/23 & 3/25	Treatment
13	3/30 & 4/1	Associated Disorders
14	4/6 & 4/8	Associated Disorders
15	4/13	Associated Disorders

Important Course Dates

Article Review:	Feb 3
Website Review:	Feb 19
Midterm Exam:	Feb 26
Assessment Project:	March 9
Treatment Presentations:	March 25, 30, & April 1
Final Exam:	April 16 (Friday) at 3:00 PM