

Aphasia

Communication Disorders 676

Winter 2014

Instructor: Shawn Nissen
Class Hours: 9:30-10:45 MW
Location: 125 TLRB

Office Hours: By appointment
Office Location: TLRB 138
E-mail: shawn_nissen@byu.edu
Course Email: comd676@gmail.com

Course Description

This course is designed to be a specialized study of 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. In addition, this course will address the appropriate assessment and treatment methodology for culturally and linguistically diverse (CLD) populations. Students will obtain knowledge in the course topics through text, lecture, a variety of multi-media sources, and class assignments.

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 2006 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 and written feedback from instructor & student peers.

By satisfactorily completing the formative and summative elements of this course, the student will make progress toward ASHA's standards for the Certificate of Clinical Competence in Speech-Language Pathology.

CAA Standards addressed in this course are as follows:

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and 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. Specific knowledge related to this course are as follows:

- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

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.

ComD learning outcomes addressed in this course are as follows:

- **Receptive and Expressive language**
Students will explain receptive and expressive language (*phonology, morphology, syntax, semantics, and pragmatics*) in speaking, listening, reading, writing, and manual modalities in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders
- **Cognitive Aspects of Communication**
Students will explain cognitive aspects of communication (*attention, memory, sequencing, problem-solving, executive functioning*) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders
- **Social Aspects of Communication**
Students will explain social aspects of communication (*including challenging behavior, ineffective social skills, lack of communication opportunities; the behaviors associated with communication including human relationships and interactions*) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders.
- **BYU Clinic Experience**
Students will demonstrate competent clinical skills in the BYU clinic across ASHA’s 9 key areas of disability

Learning Outcomes

Outcome #1 Students will demonstrate competent knowledge of the classification, etiologies, and symptomatology of aphasia, with specific knowledge of receptive/expressive language impairment across modalities, as well as deficits in cognitive and social aspects of communication.

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) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores 	III-B III-C IV-A IV-B

Outcome #2 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) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores 	III-D III-F IV-B

Outcome #3 Students will demonstrate competent knowledge concerning the assessment of aphasia and related communication disorders, including consideration of receptive/expressive language impairment across modalities, as well as deficits in cognitive and social aspects of communication.

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 aphasia assessment ◆ assessment of functional communication. ◆ activities used in assessment. ◆ 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

Outcome #4 Students will demonstrate competent knowledge (theoretical basis, methodology, and efficacy) 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. ◆ 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

Outcome #5 Students will demonstrate competent knowledge of the appropriate assessment and treatment methodology for culturally and linguistically diverse (CLD) populations of varying ages and differing levels of disability.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ procedures for least biased/alternative assessment/intervention for CLD populations ◆ sociocultural factors that may affect services to members of CLD populations ◆ professional and public policies relevant to the delivery of services to CLD populations 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores 	III-C III-D III-E III-G

Outcome #6 Students will demonstrate competent knowledge of the standards of ethical conduct, safety procedures (universal precautions), and legal considerations (e.g., HIPAA).

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ standards delineated in the ASHA Code of Ethics. ◆ ethical care for individuals with aphasia ◆ universal precautions across a variety of clinical sites ◆ legal issues regarding billing and patient confidentiality (HIPAA). 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores 	III-C III-D III-E III-G

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. Each student's preparation for lecture will be graded at the end of the semester. 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 receive a 15% per day reduction in credit.

In addition, students will be required to complete a series of assesment and treatment projects. A detailed explanation of each of these projects follows this syllabus. Any late assignments will receive a 10% per day reduction in credit.

Grading:

An evaluation of each student's progress toward the couse 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 computed according to the following breakdown:

Reading/class preparation	15 points
Assessment Projects	10 points
Peer Teaching Project	30 points
Midterm Exam:	75 points
Final Exam:	<u>100 points</u>
Total (230/2.30)	

After dividing the total number of points by 2.3, 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 75% competency criterion for each course outcome or complete remedial requirements (readings, assignments, examination questions) to the instructor's approval to receive credit for this course.

Required Texts:

- Chapey, R.A. (2008). *Language intervention strategies in adult aphasia, Fifth edition*. Baltimore: Williams & Wilkins.

Additional Resources:

- 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.
- Helm-Estabrooks, N., & Holland, A. (1998). *Approaches to the Treatment of Aphasia*. San Diego: Singular.
- Lyon, J.G. (1998). *Coping with Aphasia*. San Diego: Singular Publishing Group, Inc.
- Miller, R., & Groher, M. (1990). *Medical Speech Pathology*. Rockville, MD: Aspen Publishers.

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.

Disclaimer

Sometimes I receive questions in class regarding personal medical situations or conditions. I am not a physician (nor do I play one on TV), thus I must decline to answer or comment about these types of enquiries. Any specific questions of a personal nature should be directed toward your physician. All information presented in class is presented for general informational purposes only, and does not represent medical advice in any way.

Important Course Dates

Midterm Exam:

February 19 or TBA in class

Final Exam:

April 18 - 23

Estimated Aphasia Lecture and Reading Schedule 2014		
Week	Topic	Reading Assignment
1	Introduction to the Course/Etiology	
2	Etiology	*Chapey Chapter 3
3	Assessment Basics/Assessment Projects	
4	Assessment Projects/Non-fluent Aphasia	*Chapey Chapter 4
5	Non-fluent Aphasia	*Chapey Chapter 6
6	Presentations 1 – 4 (Feb 10 th and 12 th)	Presentation Readings
7	Clinical Video/Midterm	
8	Fluent Aphasia	
9	Fluent Aphasia/Primary Progressive Aphasia	*Chapey Chapter 20
10	Presentations 5 – 8 (March 10 th and 12 th)	Presentation Readings
11	Clinical Video/Reimburse & Documentation	
12	Treatment Principles/RHD	*Chapey Chapter 23
13	Presentations 9 -12 (March 31 st and April 2 nd)	Presentation Readings
14	Conclude RHD	
15	Final Review	

*Reading to be completed by the beginning of class on Monday of each week.

Aphasia Assessment Project

To receive full credit for the assessment project, complete the following steps:

- 1) Participate in administering and scoring 3 aphasia batteries with group.**
- 2) In approximately three double spaced page provide some personal insights about the tests you administered.**

For Example: The length of time to administer, sub-tests you thought were well designed, any awkward sections of the test, this test's usefulness in different clinical settings, when might the test not be appropriate?, any personal likes or dislikes of the test battery, how might it be improved?, etc...

Peer Teaching Presentation

This assignment will give students the opportunity to investigate in-depth a topic or treatment relevant to aphasia and present what they have learned to their peers. Some of the purposes for this assignment are as follows:

- As the presenter, you will develop a specialized knowledge about specific areas of aphasia.
- As participants, you will obtain brief, practical, and summarized information re: a number of different assessment/treatment options for patients with aphasia.
- You will develop presentation skills that are necessary during your future career as a speech language pathologist.

To be complete this peer teaching module will contain the following elements:

1. Select a topic that is of interest to you, the date that you present your peer teaching module to the class will be integrating into the course lecture.
2. Investigate and research your topic, possibly using texts, journal articles, information of the web, or through personal interviews.
3. Develop a brief reading assignment for the class **at least 1 week prior** to your presentation (if from sources outside of the texts, email a pdf to me).
4. Create a brief summary handout for your peers to be used as a reference for that particular aphasia topic, include information to answer your 3 submitted questions for the midterm or final.
5. Give a presentation of approximately 20 minutes in class re: your treatment type. Five minutes will then be taken for class questions or discussion. You might cover things like the theoretical basis of the treatment, some practical implications for an assessment technique, etc...
6. Submit 3 questions (with associated answers) electronically for the midterm/final examination at least 1 week prior to the date of the exam.

Topics for Peer Presentations

- 1 Manual communication boards, High tech AAC (Chapey chapter 30)
- 2 Ipad & computer programs (e.g., Linguagraphica)
- 3 PACE; American Indian Code/VAT/Drawing (Chapey chapter 30).
- 4 Treatment for production of single words or short phrases (MIT; Chapey chapter 31)
- 5 Comprehension and Production of Sentences (Mapping Therapy, LOT, HELPPS)
- 6 Comprehension and Production of Written Words (ACT & CART; Chapey Chapter 25)
- 7 Thematic Language Therapy (Chapey chapter 16)
- 8 Semantic/phonological Cueing Therapy (Chapey chapter 23)
- 9 Treatment of Auditory Comprehension (Hedge, 206-215)
- 10 Group Therapy (RET; Davis,208; Avent)
- 11 Functional Partner Therapy
- 12 Cognitive Approach to Aphasia Therapy (Chapey, 487-503)