

Aphasia and Age-Related Communication Changes

Spring 2019

CSD 740, 3 credits

Class meeting time: 9:00 AM – 11:45 AM Friday, 024 CPS

Professor: Julia Fischer, Ph.D., jfischer@uwsp.edu

Office: 037 CPS

Office Hours: Feel free to make an appointment with me anytime during the semester by signing up for an available time on the calendar on my office door.

Course Description

You will read, experience, and learn about aphasia, an acquired language impairment, and its impact on a person's daily life. This course will include opportunities to learn about the theories, frameworks, and approaches that guide methods and techniques used during assessment and intervention. You will also learn about age-related changes to communication. Understanding age-related communication changes is important to ensure an accurate diagnosis of communication impairments.

Course Outcomes

Upon successful completion of this course, as determined by course participation and meeting course requirements/competencies, you should meet the following ASHA standards.

2020 ASHA Standards

ASHA standards must be met to apply for certification. Successful completion of course requirements, that is a grade of B or better or equivalent, will result in meeting the following standards:

Standards IV-B, IV-C, IV-D. The student will demonstrate knowledge of the basic human communication processes and the ability to integrate information about development across the life span. The student must demonstrate knowledge of communication disorders and

differences, including etiology, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the areas of:

Receptive and expressive language in speaking, listening, reading, and writing

Cognitive aspects of communication

Social aspects of communication

Augmentative and alternative communication modalities

The student must demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders.

Standard IV-F

The student must demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based practice.

Standard V-A

The student must demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.

Required Textbook

Hallowell, B. (2017). *Aphasia and other acquired neurogenic language disorders: A guide for clinical excellence*. San Diego, CA: Plural Publishing.

Recommended Textbooks

LaPointe, L. (Ed.). (2012). *Atlas of Neuroanatomy for communication science and disorders*. New York: Thieme Medical Publishers.

Justice, L. M., & Ezell, H. K. (2002). *The syntax handbook: Everything you learned about syntax but forgot*. Eau Claire, WI: Thinking Publications.

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

Suggested Resources

Helm-Estabrooks, N., Albert, M. L., & Nicholas, M. (2014). *Manual of aphasia and aphasia therapy* (3rd ed.). Austin, TX: PRO-ED.

Simmons-Mackie, N., King, J., & Beukelman, D. (Eds.). (2013). *Supporting communication for adults with acute and chronic aphasia*. Baltimore: Paul H. Brookes.

Canvas

The syllabus and class resources will be available on Canvas this semester. I will also post grades throughout the semester on Canvas.

Course requirements**

1. **Three examinations.** Each exam will count for 20% of the final grade.
2. **Aphasia Assessment Project.** The project will count for 20% of the final grade and is due on or before March 15, 2019 at 9:00AM. The requirements for this project can be found at the end of this syllabus.
3. **Aphasia Intervention Project:** The project will count for 20% of the final grade and is due on or before May 3, 2019 at 9:00AM. The requirements for this project can be found at the end of this syllabus.
4. **Course competencies.** You must meet all course competencies to receive a final grade in this course. If you do not meet all competencies, you will receive a grade of Incomplete.

**I grade all course requirements for both content and writing style (i.e., grammar, spelling, punctuation, sentence structure, verb tense, person-first language). Use APA style in your paper when referencing information. I do not expect title pages or abstracts with class projects. APA format for references is VERY important. Correct use of APA style sends a message to the reader beyond the content.

Student Concerns

If a student has a concern about a course or instructor, the first step is to talk to the instructor. If the situation remains unresolved, the student should talk to the Department Chair/Associate

Dean of the department in which the course is taught. Because I am the current Associate Dean/Chair in the School of Communication Sciences and Disorders, students with any concerns about me as the instructor of the course should contact the Dean of the College of Professional Studies in CPS 110. Students can also contact the Dean of Students in 212 Old Main.

E-reserve – the following articles are required reading.

- Anglade, C., Le Dorze, G., & Croteau, C. (2018). Service encounter interactions of people living with moderate-to-severe post-stroke aphasia in their community. *Aphasiology*. Advance online publication. doi:10.1080/02687038.2018.1532068
- Beeson, P. M., Higginson, K., & Rising, K. (2013). Writing treatment for aphasia: A texting approach. *Journal of Speech, Language, and Hearing Research, 56*, 945-955.
- Guffey Page, C., Marshall, R. C., Howell, D., & Rowles, G. D. (2017). Use of communication plans by certified nursing assistants: Little things mean a lot. *Aphasiology*. Advance online publication. doi:10.1080/02687038.2017.1376307
- Kaye, R. C., & Cherney, L. R. (2016). Script templates: A practical approach to script training in aphasia. *Topics in Language Disorders, 36*(2), 146-153.
- King, J. M. (2013). Communication Supports. In Simmons-Mackie, J. King & D. R. Beukelman (Eds.). *Supporting communication for adults with acute and chronic aphasia* (pp. 51-72). Baltimore: Paul H. Brookes.
- King, J. M., & Simmons-Mackie, N. (2017). Communication supports and best practices: Ensuring people with aphasia have an effective means of expressing needs and wishes. *Topics in Language Disorders, 37*, 348-360.
- Ulmer, E., Hux, K., Brown, J., Nelms, T., & Reeder, Ch. (2016). Using self-captured photographs to support the expressive communication of people with aphasia. *Aphasiology*. Advance online publication. doi:10.1080/02687038.2016.1274872

Course Expectations

1. I intent to present information and conduct class without bias (i.e., racism, ableism, homophobia, transphobia, sexism, or general hatefulness). I want to make every student feel safe, valued, and included in every class. I expect this conduct from you.
2. I expect you will attend all scheduled classes for this course. Please contact me if you will miss class. Each student is responsible for all material presented in class.
3. I expect you to be present for all scheduled exams. A doctor's excuse is required to reschedule an exam. In addition, you must contact me **before** missing the exam to schedule another meeting or you will receive a failing grade on that exam.
4. I expect ethical and professional behavior in my classes from everyone. Professional behavior includes the following:
 - Taking advantage of your resources
 - Asking for help and clarification when needed
 - Adhering to the standards of academic honesty (engaging in plagiarism or other forms of academic dishonesty will result in consequences that may include a failing grade, and/or suspension or dismissal from UWSP. I do not tolerate any form of cheating. University consequences can be found on the Dean of Students' website <http://www.uwsp.edu/dos/Pages/Academic-Concerns%20for%20Students.aspx>
 - Making an appointment with me to talk about any of your grades or concerns in this class as soon as possible
 - Use of professional titles, formal fonts, professional wording, correct punctuation and appropriate tone in any interaction or correspondence related to your participation in this course (i.e., email, voicemail, face-to-face interactions). For example, calling or referring to a professor or instructor by his or her last name is unprofessional.
5. I expect **all phones and electronic equipment** to be turned off and put away during class. I expect that any form of technology will be stored in a pocket or bag during class. If you have an emergency and need to be reached during class time, please let me know before the start of class. In all other situations, receiving and making phone calls during class is

not professional. Texting during class or checking a phone for messages/postings is also unprofessional and should not occur. If you choose to use a tablet or laptop computer to take notes in class, do not have social media programs open. Social media is not relevant to the course content and could distract other students as well as your attention from course content. I do not recommend multitasking during class. **Students learn best from hand-writing lecture notes** because the right hemisphere of the brain is activated, and content is summarized rather than transcribed.

6. I expect students to meet these expectations. If a student does not meet these expectations, I will not write a letter of recommendation for that person (e.g., scholarships, graduate school applications).
7. I expect students to inform me about any disability that may affect their performance in this class. I will make any necessary accommodations for each student according to her or his needs. Students with disabilities should contact the Office of Disability Services during the first 2 weeks of the semester to request accommodation in this class and bring me a letter indicating the need and type of accommodation.
8. I will accommodate religious beliefs according to UWS 22.03 if you notify me within the **first 3 weeks** of the semester regarding specific dates that you will need to change course requirements.

Grades

I determine grades by converting accumulated points into percentage scores. I assign percentage scores to letter grades as follows. A grade of 'B' or higher is considered passing in this graduate school program.

A	95-100	B-	80-82.99
A-	90-94.99	C+	77-79.99
B+	87-89.99	C	73-76.99
B	83-86.99	C-	70-72.99

Safety Information

- *In the event of a medical emergency, call 911 or use red emergency phone located in the middle hallway in the department. Offer assistance if trained and willing to do so. Guide emergency responders to victim.*
- *In the event of a tornado warning, proceed to the lowest level interior room without window exposure which is the middle hallway in the department. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.*
- *In the event of a fire alarm, evacuate the building in a calm manner. Meet at the College of Professional Studies Sign on the Fourth Avenue. Notify instructor or emergency command personnel of any missing individuals.*
- *Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.*
- *See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.*

Course Schedule, Content, and Readings

Date	Topic	Required Readings (Recommended Readings)
1/25	Introduction to Aphasia Experiencing Aphasia	Chapters 1-3
2/1	History of Aphasiology Aphasia Theories	Chapters 4-5
2/8	Etiologies, Neuroaspects, Brain Function, Blood Supply, Visual System, Medical Assessment	Chapters 6-7
2/15	WSHA – no class meeting on this date Aphasia Syndromes and Characteristics	Watch recorded lecture, complete alternative assignment Chapter 8
2/22	Aphasia Syndromes and Characteristics	Chapter 10
3/1	Exam 1	Watch <i>Hope is a 4 Letter Word</i>
3/8	Assessment	Chapters 17-19 Ulmer, Hux, Brown, Nelms, & Reeder (2016)
3/15	Assessment	Chapters 20-22
3/22	Spring Break	
3/29	Assessment Language Changes and Aging	Chapter 9, 14
4/5	Aphasia and Syntax – what you need to know	King (2013)

		King & Simmons-Mackie (2017)
4/12	Exam 2	To be determined
4/19	Intervention	Chapters 23-25 Kaye & Cherney (2016)
4/26	Intervention	Chapter 29-31 Beeson, Higginson, & Rising (2013)
5/3	Intervention	Chapters 32-33 Guffey Page, C., Marshall, R. C., Howell, D., & Rowles, G. D. (2017)
5/10	Invention, Advocacy, Ethics	Chapters 15 Anglade, Le Dorze, & Croteau (2018)
5/13	Final Exam	8:00 – 10:00 AM

Aphasia Assessment Project: The project will count for 20% of the final grade and is due on or before March 15, 2019 at 9:00AM. Complete Parts 1-3, see below.

Part 1: In teams of 2 people, administer and score the WAB-R (or BDAE-3) and the ALA to each other. Before beginning, read both manuals thoroughly and carefully to ensure you learn how to administer and score the tests correctly. Using copies of the test protocols, score the tests and complete all pages of the copied protocols. Make sure you complete all the demographic and examiner sections of the test for full credit. [NOTE: use copied protocols for class assignments; use original protocols for clinical work]. I envision each student administering one

test, scoring that test, explaining the results to their partner and then each student writing a separate SOAP note (see part 2). (50 points)

Part 2: Each student will write a SOAP note summarizing the testing session with their partner [5 points for S, 10 points for O, 5 points for A, 5 points for P; total 25 points].

S: *Subjective*. Any subjective information that is relevant to the session.

O: *Objective*. Provide data for each subtest as well as an overall score.

A: *Assessment*. Summarize the test results. Comment on your explanation to your partner.

P: *Plan*. Recommend therapy if your client has aphasia and is an appropriate candidate for therapy. If no therapy is recommended, provide contact information if concerns or needs arise in the future.

Part 3: Each student must attach a Word document with answers to the following 3 questions. (25 points)

- A. What test results would you expect to see on the WAB-R or BDAE-3 if a person has moderate non-fluent aphasia?
- B. What test results would you expect to see on the WAB-R or BDAE-3 if a person has moderate fluent aphasia?
- C. How can the information that you gather from the ALA help with treatment planning?

Aphasia Intervention Project: The project will count for 20% of the final grade and is due on or before May 3, 2019 at 9:00AM. It is worth 100 points. Aphasia intervention refers to strategies, techniques, procedures, training, and education used to facilitate improved communication for people with aphasia. Treatment recommendations vary depending on the therapist's understanding of aphasia (theory), choice of treatment approach, knowledge of treatment evidence, as well as client preference.

Part 1 Evidence: You need to find one peer-reviewed journal article that describes a study related to aphasia therapy (published in 2009 or later). Read the article and summarize the content in a 1-2-page double-spaced paper. Attach the article to the paper.

Part 2 Application: You are an SLP working with an individual with aphasia at an out-patient rehabilitation hospital. Using the treatment evidence you found in the article for Part 1 of this project, complete the following.

- A. Write an appropriate treatment goal for the targeted treatment
- B. Design a personalized therapy activity for a virtual client with aphasia
- C. Role-play the therapeutic activity with another person (i.e., conduct a mock therapy session)
- D. Write a short reflection of your experience with writing the goal, creating a personalized therapy activity, and the actual experience of conducting therapy.