

## Aphasia and Age-Related Communication Changes

Spring 2021

**CSD 740, 3 credits**

**Class meeting time:** 10:00 – 11:40 AM Wednesday; 8:00-8:50 AM Friday, Zoom class meetings

**Professor:** Julia Fischer, Ph.D., [jfischer@uwsp.edu](mailto:jfischer@uwsp.edu)

**Office:** 037 CPS/working remotely most days

**Office Hours:** Feel free to make an appointment with me during the semester via my Bookings site at

<https://outlook.office365.com/owa/calendar/UWSPCSDDepartmentJuliaFischer@uwspedu.onmicrosoft.com/bookings/>

### **Course Overview**

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 Format**

This course will meet in a Zoom virtual classroom on Wednesday from 10:00 am to 11:40 am and some Fridays from 8:00 am to 8:50 am. In addition, you will complete assignments, readings, activities, and exams outside of the virtual classroom meeting time.

### **Description of Learning Activities and Student Expectations**

**Exams:** There will be 3 scheduled exams throughout the semester, see **class schedule and the Canvas Calendar**. There will be a time limit for these exams and you will only get one attempt. These exams are designed to evaluate your understanding of the concepts and give you an opportunity to apply the information to clinical cases. Each exam will be worth 20% of the final grade. The format of each exam will be a combination of multiple-choice questions and short answer type questions.

**Aphasia Assessment Project.** The project will count for 20% of the final grade and is due on or before March 12, 2021 at 8:00 AM.

**Aphasia Intervention Project:** The project will count for 20% of the final grade and is due on or before May 7, 2021 at 8:00 AM.

**Please note:** I grade all assignments on content, spelling, and writing style. There is a Tutoring and Learning Center on campus for anyone needing help with academic writing.

### **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. You must meet all course competences to receive a final grade in this course. If you do not meet all competencies, you will receive a grade of Incomplete. 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.

Standard V-B: Receptive and expressive language, social aspects of communication, augmentative and alternative communication modalities

The student will administer aphasia assessments, interpret, integrate, and synthesize information to develop a diagnosis and make appropriate intervention recommendations, and complete administrative and reporting functions necessary to support evaluation.

**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* (7th ed.). (2019). Washington, DC: American Psychological Association.

**Suggested Resources**

Helm-Estabrooks, N., Albert, M. L., & Nicholas, M. (2014). *Manual of aphasia and aphasia therapy* (3<sup>rd</sup> 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

I will also post grades throughout the semester on Canvas.

## 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 of the department in which the course is taught. Because I am the current Department Chair in the Communication Sciences and Disorders Department, students with any concerns about me as the instructor of the course should contact the Assistant Dean of the School of Health Sciences and Wellness, Dr. Rebecca Sommer. Students may also contact the Dean of Students in 212 Old Main.

## Professor Fischer's expectations of students taking this course:

1. She expects you will attend all scheduled classes for this course. You are responsible for all material presented in class. Please contact her if you will miss class for an extended period of time.
2. She expects you to act professionally in class and out of class. Your behavior should reflect decisions you would make similar to working at a job in this profession. Use formal professional language in all correspondence and communication. *She expects cell phones to be turned off and put away during class. If you are expecting a call and feel you need to answer during class, talk to her before the class begins. Texting is prohibited during class. She also expects email and social media software to be closed at all times if you use a computer during class. She appreciates videos on during class to see facial expressions for feedback but understands if students need a video break during class meetings.*
3. She expects you to complete *all required readings* and stay current with your readings and assignments to perform your best on course requirements.]
4. She expects you meet all course requirement due dates. You must contact Professor Fischer **before** missing a deadline or you will receive a failing grade on that requirement.
5. She expects clear and concise written language for all course requirements. Written correspondence is often the method of communication among professionals. Your written language reflects your knowledge, attitude, dedication, and work ethic. Assignments are graded on language content (vocabulary, word usage) and writing style (spelling, grammatical structure, paragraph cohesion). Anyone needing help with

written language is encouraged to contact Professor Fischer early in the semester to discuss ways to improve your written expression. She also suggests making an appointment at the Tutoring-Learning Center located in the University Learning Resources Center, 715-346-3568.

6. Inform Professor Fischer about any disability that may impact your performance in this class. She will make any necessary accommodations for each student according to their needs. Students with disabilities should contact the Office of Disability Services during the first 2 weeks of the semester to request accommodations.
7. Notify Professor Fischer within the first 3 weeks of the semester to request a change to course requirements for religious beliefs according to UWS 22.
8. Lecture materials and recordings for CSD 765 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **Statement on Anti-Racism and Equity**

The faculty and staff in the Department of Communication Sciences and Disorders (CSD) at University of Wisconsin-Stevens Point are committed to calling out and eliminating systemic racism in our department, university, community, and other networks. Our department and the greater UWSP community condemns racism, bigotry, and hatred. Events of this summer have brought to light the ongoing racism in the United States and we are prompted to examine our own implicit biases, personally and within the professions of speech-language pathology, audiology, education, and medicine. We are in agreement with the UWSP Diversity and Inclusion Statement, written by a working group of UWSP employees and endorsed by the 2019-2020 Diversity Council and Common Council.

The CSD faculty and staff are committed to inclusive education and to intentionally embedding content into classroom and clinical experiences that identifies systemic racism and bias within

our professions, such as racial disparities in healthcare, over-referral of minority children and ESL children for special education, and the school-to-prison pipeline. Realizing that dismantling systems that reward privilege and punish minorities is challenging work, we will approach it with respect, commitment, and humility. We seek not to only give People of Color a seat at the table, but to amplify the marginalized voices of those in our immediate environment, community, and wider circles. In doing this work, even with the best intentions, we will surely make mistakes. Therefore, we endeavor to give grace to each other, learn from our missteps, and move forward in our growth and learning. As we seek justice, inclusion, and equity, we do so not only for People of Color, but for all those who are in the minority because of gender, sexuality, nationality, disability, religion, neurodiversity, and others.

For more information, see <https://www.uwsp.edu/health/Pages/graduate/slp/mission.aspx>

## 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-	80-82.9
A-	90-94.9	C+	77-79.9
B+	87-89.9	C	73-76.9
B	83-86.9	C-	70-72.9

## E-reserve on Canvas– 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

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.*

Simmons-Mackie, N., Worrall, L, Murray, L. L., Enderby, P., Rose, M. L., Paek, E. J., & Klippi,

A. (2017). The top ten: Best practice recommendations for aphasia. *Aphasiology, 31(2)*, 131-151.

**Course Schedule, Content, and Readings**

<b>Date</b>	<b>Topic</b>	<b>Required Readings (Recommended Readings)</b>
1/27, 29	Introduction to Aphasia	Chapters 1-4
2/3, 5	History of Aphasiology Aphasia Theories	Chapters 5-6
2/10, 12	Etiologies, Neuroaspects, Brain Function, Blood Supply, Visual System, Medical Assessment	Chapter 7
2/17	Aphasia Syndromes and Characteristics	Chapters 8, 10
2/19 On your own		Watch <i>Hope is a 4 Letter Word</i> ; take notes about what you learned about aphasia and questions you may have. Post to the discussion on Canvas.
2/24, 26	Aphasia Syndromes and Characteristics	Chapter 10
EXAM 1		Available on Canvas February 27 8:00 am - March 5 11:59 pm
3/3	Assessment	Chapter 17

3/5	<u>Experiencing Aphasia</u>	In-class simulation activity
3/10, 12	Assessment	Chapters 18-19 Assessment Project Due
3/17	Assessment	Chapters 20-21
3/19		Simucase Debrief Session
Spring Break 3/24, 26		
3/31, 4/2	Assessment	Chapters 22
4/7, 9	Aphasia and Syntax – what you need to know	
EXAM 2		Available on Canvas April 10 8:00 am – April 16 11:59 pm
4/14	Language Changes and Aging	Chapter 9, 14
4/16 On your own		Read: King (2013) and King & Simmons-Mackie (2017) Explain communication supports to another person. Post how your explanation went and the person's reaction to the discussion on Canvas.
4/21, 23	Language Changes and Aging, Intervention	Chapter 23
4/28, 30	Intervention	Chapters 24-25

5/5	Intervention	Chapter 29-32 Anglade, Le Dorze, & Croteau (2018) Simmons-Mackie, et al. (2017)
5/7		Treatment Project Due Debrief Session
5/12, 14	Intervention	Chapters 33
5/18/21	<b>Exam 3</b>	Available on Canvas 2:45 pm – 4:45 pm

**Aphasia Assessment Project:** The project will count for 15% of the final grade and is due on or before March 12, 2021 at 8:00 AM. Complete the following cases on Simucase with a passing score. We will debrief during class on March 19<sup>th</sup> so you can earn clinical simulation clock hours.

**Larry WAB-R Part 1: 90 minutes**

**Larry WAB-R Part 2: 90 minutes**

After the debrief session, enter your hours in Calipso for my approval as simulation adult language assessment.

**Aphasia Intervention Project:** The project will count for 25% of the final grade and is due on or before May 7, 2021 at 8:00 AM. Complete the following cases on Simucase with a passing score. We will debrief during class on May 7<sup>th</sup> so you can earn clinical simulation clock hours.

**Don Broca's Aphasia Intervention: 120 minutes**

**Dan Wernicke's Aphasia Intervention: 120 minutes**

After the debrief session, enter your hours in Calipso for my approval as simulation adult language intervention.