

Aphasia and Age-Related Communication Changes

Spring 2020

CSD 740, 3 credits

Class meeting time: 9:30 – 11:10 AM Wednesday; 8:30-9:20 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 (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* (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. **Read articles on e-Reserve. I will post the articles when the course timeline is finalized.**
3. **Aphasia Assessment Project.** The project will count for 20% of the final grade and is due on or before March 13, 2020 at 8:30 AM. The requirements for this project can be found at the end of this syllabus.
4. **Aphasia Intervention Project:** The project will count for 20% of the final grade and is due on or before May 6, 2020 at 9:30AM. The requirements for this project can be found at the end of this syllabus.
5. **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 sources. I do not expect title pages or abstracts with class projects. APA format for references is VERY important because correct use sends a message to the reader beyond the content and vice versa.

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.

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 to pass 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 they occur

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

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.*

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

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

Date	Topic	Required Readings (Recommended Readings)
1/22, 24	Introduction to Aphasia	Chapters 1-4
1/29, 31	History of Aphasiology Aphasia Theories	Chapters 5-6
2/5	Guest speaker Etiologies, Neuroaspects, Brain Function,	<i>Watch Hope is a 4 Letter Word</i>
2/7	Blood Supply, Visual System, Medical Assessment	Chapter 7
2/12, 14	Aphasia Syndromes and Characteristics	Chapters 8, 10
2/19, 21	Aphasia Syndromes and Characteristics	Chapter 10
2/26	Experiencing Aphasia	Distribute Exam 1
2/28	Assessment	Exam 1 due at 8:30 am Chapters 17-18
3/4, 6	Assessment	Chapters 19-20
3/11, 13	Assessment	Chapters 21-22
3/18, 20	Spring Break	

3/25, 27	Aphasia and Syntax – what you need to know	King (2013) King & Simmons-Mackie (2017)
4/1	Fluency class	
4/3	Disability Conference	Sentry World 9:00 am – 1:15 pm Register at https://www.eventbrite.com/e/achieving-greater-independence-for-adults-with-idd-tickets-89319485987
4/8	Aphasia and Syntax, Language Changes and Aging	Distribute Exam 2 Chapter 9, 14
4/10	Language Changes and Aging	
4/15, 17	Intervention	Exam 2 due 4/15/2020 at 9:30 am Chapter 23-25, 29
4/20	Intervention	
4/22 Dr. Terrell		Chapters 30-32
4/24 no class	CAPCSD	
4/29; 5/1	Intervention	Chapter 33 Anglade, Le Dorze, & Croteau (2018)
5/6, 8	Advocacy, Ethics	Chapter 15 Simmons-Mackie, et al. (2017)
5/13/2020	Exam 3	8:00 AM – 10:00 AM

Aphasia Assessment Project: The project will count for 20% of the final grade and is due on or before March 13, 2020 at 8:30AM. Complete Parts 1-3, see below.

Part 1: In teams of 2 people, administer and score the **WAB-R** (Part 1 and 2) or the **BDAE-3** long version to each other or another person. You will also administer 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; subtest scores as well as an overall score. Add a sentence telling me how you would convey test results to a person with aphasia.

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. Describe the language strengths and challenges of a person with non-fluent aphasia.
- B. Give an example of a task on the WAB-R or BDAE-3 that would be challenging for a person with non-fluent aphasia.

- C. Describe the language strengths and challenges of a person with fluent aphasia.
- D. Give an example of a task on the WAB-R or BDAE-3 that would be challenging for a person with fluent aphasia.
- E. 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 6, 2020 at 9:30 AM. 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.

Create a treatment resource binder. Your binder must include at least one current evidence-based treatment option for the following:

1. Level of impairment (language skill or modality):
 - a. Auditory comprehension
 - b. Verbal expression (not speech)
 - c. Reading comprehension
 - d. Written language
2. Level of activity and participation: use of language in personally relevant activity or role
3. Communication partner training

Current evidence-based treatment: a peer-reviewed journal article, book chapter, or credible publication that was published after 2009.

Binder: Organize your examples of intervention for ease of future use, include a one-page summary of each treatment with the correct APA reference at the top and details of what the treatment targets as well as the procedure to implement.

Suggestions: If you see yourself working with children, I recommend focusing on the language aspects of the treatment in your summary for potential use in the future. The binder will be a great study tool for comps and the Praxis exam.