

Aphasia and Age-Related Communication Changes

Spring 2022

CSD 740, 3 credits

Class meeting time: 10:00 – 11:40 AM Monday; 8:00-8:50 AM Friday in CPS 024

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

Office: 037 CPS

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-person each week. If we need to pivot to online learning for a short time this semester, all classes will be held synchronously during the class meeting times on Monday and Friday on Zoom. My HIPAA compliant Zoom account does not have the capability to record. There will also be class requirements (e.g., assignments, readings, activities) outside of the class 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. 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/essay questions.

Aphasia Assessment Project. The project will count for 20% of the final grade and is due on or before March 14, 2022 at 8:00 AM. I will share instructions about this project on Canvas.

Aphasia Intervention Project: The project will count for 20% of the final grade and is due on or before May 9, 2022 at 8:00 AM. I will share instructions about this project on Canvas.

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* (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

Check Canvas regularly for resources for classes. I will post PowerPoint handouts and other materials in a weekly module. 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.*
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 for CSD 740 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials 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 condemn 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.

- 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.

Face Coverings:


- At all UW-Stevens Point campus locations, the wearing of well-fitting face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Consider wearing a double layer of cloth masks or a KN95 mask to protect yourself and others. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that by university policy unless everyone is wearing a face covering, in-person classes cannot take place. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and get tested.
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain 6 feet of physical distance from others whenever possible.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.
- *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. 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 responses at UW-Stevens Point.

Course Schedule, Content, and Readings

Date	Topic	Required Readings
Week 1: 1/24, 28	Introduction to Aphasia	Chapters 1-4, see color figures in middle of textbook
Week 2: 1/31, 2/4	History of Aphasiology Aphasia Theories	Chapters 5-6
Week 3: 2/7, 11	Etiologies, Neuroaspects, Brain Function, Blood Supply, Visual System, Medical Assessment	Chapter 7-8
Week 4: 2/14, 18	Aphasia Syndromes and Characteristics	Chapters 10
Week 5: 2/21	Aphasia Syndromes and Characteristics	
February 25	EXAM 1	
Week 6: 2/28, 3/4	Assessment	Chapter 17-18
Week 7: 3/7, 11	<u>Experiencing Aphasia</u> Assessment	Chapter 20 (pgs. 327-337, Tables 20-2, 20-4) Chapter 21
Week 8: 3/14, 18	Assessment	Chapter 22; Simmons-Mackie, et al. (2017)
March 21-25		
Week 9: 3/28, 4/1	Aphasia and Syntax	Chapter 32
Week 10: 4/4	Syntax	Chapter 9
April 8, 2022	Exam 2	
Week 11: 4/11, 15	Language Changes and Primary Aging	Chapter 23-24
Week 12: 4/18, 4/22	Aphasia Intervention	King (2013); King & Simmons-Mackie (2017)
Week 13: 4/25, 4/29	Intervention	Chapters 25, 29
Week 14: 5/2, 5/6	Intervention	Chapters 30-31
Week 15: 5/9, 5/13	Intervention	Chapter 33
May 17, 2022	Exam 3	10:15 am – 12:15 pm