

**CSD 740, 3 credits**

**Class meeting time:** 11:00AM – 12:15PM Monday and Wednesday, 024 CPS

**Professor:** Julia King, Ph.D., [Julia.King@uwsp.edu](mailto:Julia.King@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 my office door calendar.

**Course Description**

In this course, you will read, experience, and learn about the acquired language impairment aphasia and its impact on a person's daily life. This examination will include learning about the theories, frameworks, and approaches that guide methods and techniques used during assessment and intervention. You will also learn about age-related changes relative to the function of the following systems: language, cognition, speech, swallowing and 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 course requirements, you should meet the following ASHA standards.

**ASHA Standards**

ASHA standards must be met to apply for certification. Successful completion of course requirements, that is a grade of B or better, 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* (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.

### Desire2Learn (D2L)

The syllabus and class resources will be available on Desire2Learn this semester. I will also use D2L to post grades throughout the semester.

### 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 14, 2018 at 8:00AM. 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 7, 2018 at 8:00AM. The requirements for this project can be found at the end of this syllabus.
4. **Course competences.** You must meet all course competences to receive a final grade in this course. If you do not, you will receive an Incomplete.

\*\*I grade all course requirements for both content and writing style (i.e., grammar, spelling, punctuation, topic sentence, supporting sentences). Use APA style in your paper when *referencing* information. I do not expect title pages or abstracts with class projects. APA format 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 Disorder, 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.**

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

King, J. M. (2013). Communication Supports. In N. 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.

Wallace, S. E., Hux, K., Brown, J. & Knollman-Porter, K. (2014). High-context images: Comprehension of main, background, and inferential information by people with aphasia. *Aphasiology, 28*(6), 713-730.

**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.
6. 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.

7. 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).
8. 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.
9. 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](http://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](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.

### **Course Schedule, Content, and Readings**

<b>Date</b>	<b>Topic</b>	<b>Required Readings (Recommended Readings)</b>
1/22 & 24	Introduction to Aphasia	Chapters 1-3, Watch <i>Hope is a 4 Letter Word</i> video on e-Reserves
1/29 & 31	History of Aphasiology Aphasia Theories	Chapters 4-5
2/5 & 7	Etiologies, Neuroaspects, Brain Function, Blood Supply, Visual System, Medical Assessment	Chapters 6-8
2/12 & 14	Aphasia Syndromes and Characteristics	Chapter 10
2/19 & 21	Aphasia Syndromes and Characteristics	Simmons-Mackie, Worrall, Murray, Enderby, Rose, Paek, & Klippi (2017)
2/26	<b>Exam 1</b>	
2/28	Experiencing Aphasia	

3/5 & 7	Aging	Chapter 9, 14
3/12 & 14	Syntax	Chapters 15-16 King & Simmons-Mackie (2017)
3/19 & 21	Assessment	Chapters 17-19 King (2013)
3/26 & 28	Spring Break	
4/2 & 4	Assessment	Chapters 20-22
4/9	Assessment	
4/11	<b>Exam 2</b>	
4/16 & 18	Intervention	Chapters 23-24
4/23 & 25	Intervention	Chapter 25 Beeson, Higginson, & Rising (2013)
4/30 5/2	Intervention	Chapters 29-30 Guffey Page, C., Marshall, R. C., Howell, D., & Rowles, G. D. (2017).
5/9 & 9	Invention, Advocacy, Ethics	Chapters 15, 31-33 Wallace, Hux, Brown, & Knollman-Porter (2014)
5/14	<b>Final Exam</b>	8:00-10:00AM

**Aphasia Assessment Project**

The project will count for 20% of the final grade and is due on or before March 14, 2018 at 8:00AM. The requirements for this project can be found at the end of this syllabus.

**Part 1:** Administer and score the WAB-R (or BDAE-3) and the ALA to an adult. Read both manuals carefully to learn how to administer and score the test correctly before beginning. Correctly score the tests and complete all pages of the copied protocols. [NOTE: use copied protocols for class assignments; use original protocols for clinical work]. If you are interested in administering the tests as a team (no more than 2 people per team) to an individual who is not in this class, please see me. (25 points)

**Part 2:** Write a SOAP note summarizing the testing session(s) [10 points for S, 15 points for O, 15 points for A, 10 points for P].

**Part 3:** Attach a Word document with answers to the following questions. What test results would you expect to see if a person had moderate non-fluent aphasia? What test results would you expect to see if a person had moderate fluent aphasia? What are 3 supports that you could use during your assessment session to ensure the person with aphasia understood the task instructions and the findings when you explain the results to them?

**Aphasia Intervention Project**

The project will count for 20% of the final grade and is due on or before May 7, 2018 at 8:00AM. The requirements for this project can be found at the end of this syllabus.

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 using the reading guides from last semester. Attach this summary and the article and turn in as Part 1 of the project.

**Part 2 Application:** You are the SLP working with an individual with aphasia. Based on the evidence you learned about therapy (Part 1).

- First, identify a goal and create a lesson plan for a session.
- Second, identify an activity that is personally relevant to your 'client'.
- Third, explain/teach/model the therapeutic task and facilitate the targeted skill/behavior/strategy, and how you plan to collect data.
- Fourth, describe 3 learning outcomes of this project (i.e., what did you learn). A resource for writing learner outcomes is

<http://www.library.illinois.edu/infolit/learningoutcomes.html>

\*Submit your lesson plan and learning outcomes as Part 2 of this project.