

Aphasia and Age-Related Communication Changes Spring 2017

CSD 740, 3 credits

Class meeting time: 8:00 a.m. – 10:45 a.m. Fridays 024 CPS

Professor: Julia King, Ph.D., 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:

Language and Cognition Area

Standard III-C

1. Explain the etiology of aphasia.
- 2.A. Explain the anatomical correlates of aphasia.
- 2.B. Explain the physiological correlates of aphasia.
- 2.E. Describe primary aging in adults and how it impacts language, cognition, and

communication.

- 2.F. Explain the linguistic basis of aphasia. Discuss how acquired language impairments impact adults on a daily basis.
- 2.G. Identify how different cultures might react differently to a person with aphasia.

Standard III-D

Prevention

- 1. Identify risk factors for stroke and other etiologies of aphasia.

Assessment

List examples of formal and informal assessment tools/tasks for language, communication and cognition at the level of impairment, activity and participation for a person with aphasia.

Intervention

Explain intervention models, approaches, techniques, and/or strategies for people with aphasia.

Standard IV-G1

- 1.c. Accurately administer, score, and interpret a formal aphasia test.

Social Communication Area

Standard III-D

Assessment

- 2. Explain assessment methods used to determine social aspects of communication disorders for adults with language disorders.

Intervention

- 3. Explain social intervention models, approaches, techniques, and/or strategies for adults with language disorders.

Communication Modalities Area

Standard III-C

- F. Explain all the different communication modalities that can be used by adults who have acquired language impairments.

Standard III-D

Assessment

2. Explain how to assess communication via all possible communication modalities in individuals with acquired language deficits.

Intervention

3. Describe intervention models, approaches, techniques, and/or strategies that address all possible communication modalities.

Standard IV-G1

1.e. Assess all possible communication modalities and interpret which are effective and which require support of a communication partner.

Required Textbook

Mancinelli, J. M., & Klein, E. R. (2014). *Acquired language disorders: A case-based approach* (2nd ed.). Plural Publishing: San Diego, CA.

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.

Webb, W. G. & Adler, R. K. (2008). *Neurology for the speech-language pathologist* (5th ed.). St. Louis: Mosby Elsevier.

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.

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 17, 2017 at 8:00 am.
3. **Aphasia Treatment Project:** The project will count for 20% of the final grade and is due on or before May 5, 2017 at 8:00 am.
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 text.

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. I will add other articles later. I have not published the list because I am awaiting librarian approval.

Blom Johansson, M., Carlsson, M., & Sonnander, K. (2012). Communication difficulties and the use of communication strategies: From the perspective of individuals with aphasia. *International Journal of Language and Communication Disorders*, 47(2), 144-155.

Hallowell, B. (2017). Language in the context of aging. *Aphasia and other acquired neurogenic language disorders: A guide for clinical excellence* (pp. 133-152). San Diego, CA: Plural Publishing.

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.

- Rose, T. A., Worrall, L. E., Hickson, L. M., & Hoffmann, T. C. (2011). Aphasia friendly written health information: Content and design characteristics. *International Journal of Speech-Language Pathology, 13*, 335-347.
- 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
 - Please ask 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 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 letters 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 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)
1/27	Aphasia Therapy Language and Aphasia (types)	Mancinelli Appendices D, E, F
2/3	History of Aphasiology Aphasia Theories	Mancinelli Chapter 2 p. 24-28, 3, 4; Appendixes 2-A, 2-B
2/10	Visual system & language Language and the brain	Mancinelli Chapter 3, 4 continued (Webb/Adler, 5 pgs. 114-118)
2/17 CAA Site Visit	Experience Aphasia Aphasia in the context of the WHO-ICF model	Mancinelli Appendix E
2/24	Neurology and aphasia, blood supply	Mancinelli Chapter 1 (LaPointe 1, 4, 6; Webb/Adler, 1-2, 3 pgs. 54-67)
3/3 WSHA	Exam 1	
3/10	Aphasia	Mancinelli Chapter 2

3/17	Aphasia Assessment Assessment	Mancinelli Chapter 2 continued (Mancinelli Appendices A, B, C)
3/31	Assessment	King (2013)
4/7	Assessment Language modalities	Rose (2011)
4/14	Exam 2	
4/21	Language form and aphasia Normal/primary aging	Hallowell (2017)
4/28	Age-related changes in language, cognition, and communication Intervention considerations	TBD
5/5	Impairment Level Intervention and Communication Support	Simmons-Mackie, N., Worrall, L, Murray, L. L., Enderby, P., Rose, M. L., Paek, E. J., & Klippi, A. (2017); Mancinelli Appendix D
5/12	Activity and Participation focused intervention Group therapy, planning for life after therapy	Blom Johansson, Carlsson, & Sonnander (2012); Wallace, Hux, Brown, & Knollman- Porter (2014)
5/18 2:45- 4:45 pm	Final Exam	

CSD 740 spring 2017 Project Information

Aphasia Assessment Project. The project will count for 20% of the final grade and is due by March 17, 2017 at 8:00 am.

Part 1: You will administer and score either the WAB-R (or BDAE-3) and the ALA. I anticipate that you will administer and score the tests with a person without an acquired language impairment. Read both manuals carefully to learn the specific administration directions BEFORE you begin the testing sessions. After you score each test, follow the instructions in the manual for how to interpret the score/information. [**NOTE:** use copied protocols for class assignments; use original protocols for clinical work]. Take the score you calculated and divide it in half. Interpret that score related to aphasia and communication. If you are interested in administering the tests as a team (no more than 2 people per team) to another individual (preferably not from this class), please see me.

Part 2: Write a SOAP note summarizing the testing session(s). As mentioned above, interpret a score that is 50% of what you calculated for the person without aphasia.

Part 3: Answer the following question in a Word document entitled Part 3 Assessment Project Spring 2017 and attach to your protocols and SOAP note. Q: How did this experience influence my thinking about aphasia?

Aphasia Treatment Project: The project will count for 20% of the final grade and is due by May 5, 2017 at 8:00 am.

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.

1. **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 to the article.
2. **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 with at least 5 data points. Record this data on your lesson plan.
- Fourth, write a SOAP note summarizing the therapy session.
- Fifth, describe 3 things 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, SOAP note, and learning outcomes as Part 2 of this project.