

Andrews University

Spring Semester 2019

SPPA 515 APHASIA

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

Course:

SPPA 515 Aphasia
Spring 2019
Bell Hall

3 Credits
Wednesday 9:30 a.m. – 12:20 p.m.
Rm 118

Instructor:

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Prerequisites:

Approval by the graduate admissions committee

Course Description:

Study of the neurologic basis for speech, language and cognitive behavior, etiology, symptomatology, assessment, and management of aphasia and right hemisphere disorders. The ethical cultural and professional issues associated with language disorders.

Required Texts:

Helm-Estabrooks, N., Albert, M. & Nicholas, M. (2014). *Manual of Aphasia and Aphasia Therapy*. Austin, TX: pro-ed.
ISBN-13: 978-1-4164-0549-8

Myers, P. (1999). *Right Hemisphere Damage: Disorders of Communication and Cognition*. San Diego, CA: Singular Publishing Group, Inc.

Course Objectives:

Content goals: Course includes ASHA standards as listed below in the table:

Application goals:

This course is designed to provide a comprehensive study of aphasia and right hemisphere disorders (RHD) in adults, including the etiologies, characteristics, assessment and management of the disorders.

By the end of the course, students will be able to:

1. Name the structures and processes of the central nervous system involved in normal and impaired adult language and cognitive communicative function. Be able to categorize symptoms of disabilities with the place of the insult.
2. Define, describe, and classify adult receptive and expressive language impairments and related disturbances associated with cerebral insult. Be able to use those impairments and the involved structures to plan a program of remediation for the whole person.
3. Describe appropriate assessment principles and methods for the 8 different types of aphasia and RHD, and select proper tests for evaluation and differential diagnosis. Be able to interpret the data, make appropriate referrals to other disciplines.
4. Discuss varied therapeutic principles and approaches, the efficacy of treatment, and related ethical issues.
5. Develop treatment goals and select/design appropriate intervention tasks for specific types of aphasia & RHD.
6. Describe social and psychological aspects of communication in adult aphasia and RHD, and identify related methods of assessment and intervention, with reference to the cultural and linguistic background of the client.
7. Provide a conceptual framework for multimodality communication assessment and intervention in aphasia and RHD.
8. Discuss components of education and counseling for patients, family, and other professionals.

Course Outcomes:

ASHA Standard	Outcome	Implementation	Evaluation Criteria
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IV-B IV-C	Name the structures and processes of the central nervous system involved in normal and impaired adult language and cognitive communicative function.	Exams, Reading, Lectures and peer instruction, Case Study, Treatment Portfolio	80% accuracy
IV-C	Define, describe, and classify adult receptive and expressive language impairments and related disturbances associated with cerebral insult.	Exams, Readings, Lecture, Case Study, Treatment/assessment Assignments	80% accuracy
IV-D IV-E	Describe appropriate assessment principles and methods for aphasia/RHD and select proper tests for evaluation and differential diagnosis. Discuss varied therapeutic principles and approaches, the efficacy of treatment, and related ethical issues. Develop treatment goals and select/design appropriate intervention tasks for specific types of aphasia. Describe social aspects of communication in adult aphasia/RHD and identify related methods of assessment and intervention, with reference to the cultural and linguistic background of the client. Provide a conceptual framework for multimodality communication assessment and intervention in aphasia/RHD. Discuss components of education and counseling for patients, family, and other professionals.	Exams, Reading, Lecture, Case Study, Treatment/assessment Assignments	80% accuracy
IV-E IV-G	Ethical implications associated with assessment, diagnosis and treatment of adults with receptive and expressive language disorders Professional and contemporary issues associated with aphasia and RHD	Exams, Readings, Lectures	80% accuracy
V-A	The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.	Assessment/treatment oral presentations,	80% accuracy

Course Requirements:

Online quizzes, article reading & preventive health: Reading the textbook is important, to help facilitate that, online quizzes will need to be completed before most class periods. Additionally, articles will be assigned to be read and discussed in class.

Exams: There will be two exams given, each worth around 100 points.

SimuCase™: Each individual student will work through a particular SimuCase™ Assessment example to help develop clinical decision-making skills required for a full client assessment. Skills practiced are; interaction with family & professionals to gather case history information, administering assessment tools, making a diagnosis, and giving recommendations. The case will feature an adult, Robert, who is one-year post stroke, the case can be found in the library of case studies on the SimuCase™ website. Students will need to practice the case in the Learning Mode and receive a score of 90% or above before Exporting Final Report to the teacher. Further information can be found on the SimuCase™ website.

Evaluation Tool presentation & administration: Each group (of 2) will be asked to present a clinical evaluation tool developed for adult speech-language disorders. *Briefly* explain how to administer the assessment tool and the main areas it is assessing. **No longer than 5 min.**

Boston Diagnostic Aphasia Examination (BDAE)

Psycholinguistic Assmt. of Lang Proc. in Aphasia (PALPA)

Porch Index of Communicative Ability (PICA)

Assmt. of Lang. Related Functioning in Aphasia (ALFA)

Bedside Eval. Screening Test for Aphasia-2

Western Aphasia Battery (WAB-R)

Examining for Aphasia (EFA-4)

Communication of Daily Living (CADL-2)

Aphasia Diag Profiles & Quick Assmt. Aphasia

Boston Assessment of Severe Aphasia (BASA)

Each individual student will need to administer two different adult language tests (not screeners), which they did not present on, to non-SLP adults. The tests will have to be completely filled out and accurately scored and an evaluation report written for one of them. See template on LearningHub.

Problem-based Learning (PBL) cases: On the day the PBL case is assigned (**Day 1**), the class will break up into groups and do some preliminary work on the problem. Using the Group Worksheet, students work together to 1) list observations, 2) list & define the knowledge or skill (learning issues) needed to address the problem, and 3) assign research on particular learning issues. For each case, students are expected to focus on one or more of the following: pathophysiology, etiology, assessment, diagnosis, prognosis, goals, treatment, etc. Discuss possible hypothesis of what is wrong with the client, what you will need to find out in order to prove or disprove your preliminary hypothesis and list terminology needing to be defined etc.

At the end of the first meeting, students divide the learning issues among themselves to be researched in preparation for the next week's meeting. Use journal articles and textbooks mainly, however websites may be used as well, but not as the primary or only source of information.

By the next class session (**Day 2**) each PBL group member must turn in a copy, by email, to the teacher and each member of their PBL group. This is a handout of the essential information they were assigned to research. You must list all sources used on a "Reference" page and add in text citations and sources.

Students will report their findings to their PBL group members and be prepared to lead a discussion of their assigned learning issue(s). The groups summarize what they have learned and what issues may still need further investigation. In addition, the class as a whole will discuss the issues researched.

The day the preliminary report is due (**Day 2**) the second part of the problem will be handed out. The class will again break into PBL groups and do further preliminary work on the problem. In this session the group will now:

- Determine how the additional information has changed any or all of the preliminary hypotheses, and why.
- Determine the course of action the group will take in order to solve the problem.

Divide up the work that needs to be completed in order to solve the problem.

Finally, at the next class session (**Day 3**) each group member will follow the procedures for day 2.

Treatment & Resources Portfolio & Presentation: Students will learn about specific treatment approaches that are supported as a best practice or evidence-based in the research literature.

Students are to do two things:

1. Turn in a Treatment Portfolio **outlining 3** treatment approaches, each treatment approach should go with a different type of aphasia (i.e., Wernicke's, Conduction, Global, Broca's, etc.) or area of deficit (i.e., verbal expression, reading, etc.). Please describe in detail HOW this treatment approach works and how it is implemented along with what the specific aim of the approach is. Review evidence supporting the treatment approach you wish to use with the specific type of aphasia and/or deficit area and cite 2 research articles to substantiate the validity of the treatment approach. For the 2 articles, summarize what is being discussed on a separate paper besides citing them in your description etc. Also **include** in your portfolio any handouts you may have gathered about your or other treatment approaches/techniques or ideas.

2. In groups of 2 you will present one treatment approach to the class. The treatment approaches will be assigned to you randomly unless you have a burning desire to present a specific one. In addition to explaining and describing the treatment approach to the class, come up with a mock treatment scenario to demonstrate to your peers how the approach works in therapy. Act it out, narrate it, show it, explain it, demonstrate it. The presentations should be 20-25 minutes long.

These course requirements will be the tools by which the students will be assessed on their progress toward meeting the ASHA standards.

Attendance Policy:

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Disability Accommodation:

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu.

Professionalism:

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell phones should be turned off before entering the classroom.
- Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.
- Late Assignments are unacceptable unless prearranged with instructor.
- Presentation is important. Your attention to detail, demeanor, timeliness, and attire factor into how you are perceived as a professional.
- Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

Academic Dishonesty Policy: Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

Changes: At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

Emergency Protocols:

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Assessment and Grading Scale:

Grading summary:

Exams	40%
SimuCase™ & PBL	20%
Evaluation Tool	10%
Treatment Portfolio	20%
Quizzes & articles	10%

Grading Scale:

A 94 – 100%	C+ 77 – 79%
A- 90 – 93%	C 73 – 76%
B+ 87 – 89%	C- 70 – 72%
B 83 – 86%	D 60 – 69%
B- 80 – 82%	F Below 60%

Schedule/Course Outline - Tentative

January	7	Neurological basis of Aphasia	Ch. 1,2,3
	14	Neuropsych., Psychosocial & PBL	Ch. 6
	21	MLK Jr day – No class	
	28	Neuro Exam/Imaging & PBL	Ch. 7,8 PBL work due
February	4	Formal & Informal Assessment of Aphasia & PBL	Ch. 9,10 PBL work due
	11	Assessment – hands on day	Ch. 9,10 Eval Tool prez. 5 min
		TEST #1	Ch. 1-3, 6-10
	18	President’s Day – No class	
	25	Considerations for Aphasia treatment & PBL	Ch. 13,14
March	4	Applying Treatment & Goal setting & PBL	Ch. 15,16 PBL work due
	11	Overview of Treatment – Expression & Comprehension PBL	PBL work due
	18	Spring Break	
	25	Right Hemisphere Disorders - Deficits	Ch. 1-5
April	1	RHD deficits & Assessment	Ch. 6-8
	8	Treatment of RHD	Ch. 9
	15	TEST #2	Aphasia 13-16; RHD all
	22	Presentations – Tx program	
	29	Presentations – Tx program	Treatment & In-service Portfolio Due