

COURSE SYLLABUS

SHS 516: ADULT APHASIA

Spring 2005

Instructor: Steven J. Cloud, Ph.D., CCC-SLP

Office #: 229

Text: Chapey, R. (Ed.) (2001). *Language intervention strategies in aphasia and related neurogenic communication disorders* (4th ed.). Philadelphia: Lippincott Williams & Wilkins.

JANUARY

- 11, 13 Introduction (Neurological Control of Speech and Language).
18, 20, 25 Introduction (cont.). Neurological Bases of Aphasia (Chapters 1 and 2).
27

FEBRUARY

- 1, 3 Medical Aspects of Stroke Rehabilitation (Chapter 3).
8 HOLIDAY (Mardi Gras).
10 **EXAMINATION #1**
15 Chapter 3 (cont.). Brain Imaging.
17, 22 Nature and Treatment of Neuromotor Speech Disorders in Aphasia (Chapter 36).
24 Assessment of Language Disorders in Adults (Chapter 4).

MARCH

- 1, 3 Assessment (cont.).
8 Research Principles for the Clinician (Chapter 5).
- -
-

- 10 **EXAMINATION #2**
- 15, 17 HOLIDAY (Spring Break)
- 22, 24 Aphasia Treatment: Recovery, Prognosis, and Clinical Effectiveness
(Chapter 6).
- 29, 31 Delivering Language Intervention Services to Adults with Neurogenic
Communication Disorders (Chapter 7).

APRIL

- 5 Chapters 7 (cont.).
- 7, 12 Maximizing Input and Output (Information not provided in text).
- 14 EXAMINATION #3
- 19 Aphasia Assessment and Treatment for Bilingual and Culturally Diverse
Patients (Chapter 9).
- 21 Cognitive Stimulation: Stimulation of Recognition/Comprehension,
Memory, and Convergent, Divergent, and Evaluative Thinking
(Chapter 17).
- 21 **PAPERS DUE.**
- 26 Treating Auditory Comprehension Deficit (Information not in text).
- 28 Treating Aspects of Verbal Expression (Information not in text).

MAY

- 3, 5 Clinical Intervention for Global Aphasia (Chapter 21). Melodic Intonation
Therapy (Chapter 31).
- 10 **FINAL EXAMINATION: TUESDAY, May 10, 2005:**
8:00 - 10:30 a.m.

PAPERS:

Students are required to write a 12 page paper (minimum, not including abstract or reference pages) on a topic of choice which relates specifically to aphasia. Papers will be

graded for content, creativity, punctuation, spelling, grammar, and appropriate use of the APA (American Psychological Association) format. Papers will be worth 100 points toward the final grade.

GRADING:

There will be three 100 point EXAMINATIONS and a 150 point comprehensive FINAL EXAMINATION for this course. Examination subtests may consist of multiple choice, listing, matching, diagramming of pictures, fill-in-the-blank, short answer, or essay questions. All examinations may be considered comprehensive, but most information will come from information provided in the text, or presented in class, since the prior exam. Papers will be worth 100 points toward the final grade for a total of 550 possible points.

495-550 POINTS = A

440-494 POINTS = B

385-439 POINTS = C

330-384 POINTS = D

< 330 POINTS = F

LEARNING OUTCOMES:

Upon completion of SHS 516: ADULT APHASIA, students will have developed the following competencies:

- 1) A general knowledge of neuroanatomy.
- 2) The ability to distinguish aphasia from various other speech-language syndromes.
- 3) Skills required to differentiate various aphasia types.
- 4) The necessary knowledge to appraise, diagnose, and prognose aphasia.
- 5) The ability to develop a treatment regimen to remediate aphasic disorders.
- 6) The skills required to distinguish among auditory comprehension deficits, verbal expression deficits, naming deficits, and motor-speech disorders.
- 7) The ability to write a term paper about a subject of interest related to aphasia.

DISABILITIES:

If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact the Office of Support Services for information on appropriate policies and procedures. Southern Station Box 8586; Tel/TTY: 266-5024; Fax: 266-6331.