

Armstrong Atlantic State University



Course:	Adult Language Impairment
Course #:	CSDS 7151
Semester:	Spring 2010
Time:	TR 11:30 – 12:45; F 10 -11:30 (Jan 29 – March 5)
Place:	Dental Hygiene Clinic #118
Instructor:	April Garrity, Ph.D., CCC-SLP
Office:	Savannah Mall #314
Telephone:	912.344.2864
Email:	April.Garrity@armstrong.edu
Office hours:	MW, 9 - 10; 1 – 2:30 T, 9:30 – 11:30; 1 - 2 R, 9:30 – 11:30 (or by appointment)

Course Description

Adult language impairments are studied emphasizing etiology, assessment, and treatment. In keeping with the AASU conceptual framework, students enrolled in this course will apply the knowledge gained to become reflective decision makers who exemplify scholarship, demonstrate professionalism, adopt technologies, and embrace diversity through collaboration and advocacy.

Required Texts:

Chapey, R. (Ed.) (2008). *Language intervention strategies in aphasia and related neurogenic communication disorders, 5th ed.* Baltimore, MD: Lippincott Williams & Wilkins.

Helm-Estabrooks, N., & Albert, M. (2004). *Manual of aphasia and aphasia therapy, 2nd ed.* Austin, TX: Pro-Ed.

Additional required reading:

Robey, R. (1998). A meta-analysis of clinical outcomes in the treatment of aphasia. *Journal of Speech, Language, and Hearing Research, 41*, 172-187.

Recommended Text:

Dollaghan, C. (2007). *The handbook for evidence-based practice in communication disorders.* Baltimore, MD: Paul H. Brookes.

Academic Integrity Policy

Each student is expected to abide by AASU's Honor Code as written in the current university catalog. In this class, all exams and class projects must be entirely your work unless specified as a partnered or group activity. Additionally, each student is expected to know their rights and responsibilities as it regards the grade appeals process which is printed on pages 49 and 50 of the AASU catalog.

ADA Statement

In compliance with the Americans with Disabilities Act appropriate accommodation will be made for any student with an identified disability. The student must present the official university notification letter outlining the necessary accommodations to the course instructor. The letter can be secured from the AASU Office of Disability Services, Memorial Center (MCC), Room 207A.

ARMSTRONG ATLANTIC STATE UNIVERSITY
CSDS 7151
ASHA Standards addressed in this course

LEGEND

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/ physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.

Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Standard III-G: The applicant must demonstrate knowledge of contemporary professional issues.

Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

AREAS	MEASUREMENT
1. Articulation	1. Tests
2. Fluency	2. Research papers
3. Voice & Resonance	3. Critical thinking/Analysis papers
4. Receptive & Expressive Language	4. Performance Evaluation
5. Hearing	5. Presentations
6. Swallowing	6. Demonstrations
7. Cognitive Aspects of Communication	7. Case Studies
8. Social Aspects of Communication	8. Journal/Research Article critiques
9. Communication Modalities	9. Classroom Discussions

Outcomes – The student will:

	Standards*	Areas*	Measure*
1. Describe the symptoms and causes of neurogenic communication disorders	III-C, III-D	4, 5, 7	1, 7
2. Relate and practice basic principles and procedures used to identify aphasia and related disorders in a culturally sensitive manner	III-D, III-E	4, 5, 7,8,9	1, 3, 7
3. Relate and practice basic principles and procedures used to remediate aphasia and related disorders in a culturally sensitive manner	III-D, III-E	4, 5, 7, 8, 9	1, 3, 5, 7
4. Demonstrate critical thinking in defining and solving problems related to the nature of communication disorders, diagnostic procedures, and remediation procedures, in clinical and community settings.	III-C, III-D, IV-B	4, 5, 7, 8, 9	1, 2, 3, 5, 7
5. Demonstrate awareness of past, present, and future research, as well as the role research plays in our understanding of the nature, diagnosis, and remediation of communication disorders, in clinical and community settings.	III-F, IV-B	4,5,7,8,9	1, 2, 3, 8
6. Communicate understanding and development of the professional responsibilities, (character, commitment and competence) necessary to work with individuals with communication disorders and develop an appreciation for the principals of voluntarism in our profession.	III-E	4,5,7,8,9	3, 9

* see Legend

Course Grading

Course Requirements: To meet these objectives, the following requirements must be completed:

- 1. Quizzes (2 @ 50 points each) 100 points
- 2. EBP paper 100 points
- 3. EBP presentation 50 points
- 4. Service learning project @ SSHC 150 points
 - Service learning summary paper (25 points)
 - Group module (50 points)
 - Weekly reflective journal entries (5 @ 15 points each = 75 points)

Total possible 400 points

Grading Scale (8 point scale): The final grade for this course will be calculated as follows:

- A = 368 to 400 points (92 – 100%)
- B = 336 to 367 points (84 – 91%)
- C = 304 to 335points (76 – 83%)
- D = 272 to 303 points (68 – 75%)
- F = 271 points and below (74% or below)

Course Evaluation:

Attendance from the beginning to the end of each class session is required unless prior arrangements have been made with instructor. **All absences that exceed 2 class meetings will result in the student’s grade being lowered by one letter grade. You must be on time to class. Please note that once the door to the classroom has been closed, class is in session and you may not enter.**

All assignments are turned on the due dates provided by the professor. Assignments must be turned in at the **beginning of class on the day they are due** or they will be considered late. **A LATE ASSIGNMENT WILL RESULT IN A ZERO FOR THAT ASSIGNMENT.**

Exams are to be taken on the scheduled date. Make up exams are not typically given, regardless of reason for missing an exam at its scheduled time.

Organization of material, grammar, spelling, and punctuation will be considered in the evaluation of ALL written assignments. Written work must be stylistically appropriate, including use of professional terminology. Written assignments must be in Arial or Times New Roman 10 – 12 point font. Failure to demonstrate adherence to these expectations will result in a 5% total point deduction for the assignment.

Please silence cell phones and other devices. Refrain from using the internet for personal reasons during the class session. Be courteous to your fellow classmates and your professor.

As individuals working in a professional environment, our responsibilities include being role models. All students are expected to be appropriately and professionally dressed to perform their duties. **Please refer to the Clinic Handbook for all clinic policies and procedures.**

It is to your advantage to check your AASU email as well as the VIEW page on a regular basis.

Proposed Outline of Course Content

<u>Week</u>	<u>Dates</u>	<u>Class Material</u>	<u>Assignments/Quizzes</u>
1	T, Jan 12	Introductions Review course outline Explanation of assignments	Read Chapters 1 (Chapey) and 1/2/3 (Helm-Estabrooks)
	R, Jan 14	Neurological bases, neuropathology of aphasia, intro to intervention, medical aspects of aphasia	Robey (1998) article
2	T, Jan 19 R, Jan 21	Evidence based practice in aphasia PACE	Read Chapters 5/6/7 (Helm-Estabrooks)
			Jan 21: Service learning summary paper due
3	T, Jan 26	Related disorders	Read Chapter 4 (Chapey)
	R, Jan 28	Assessment <i>Prep for SSHC</i>	Friday, Jan 29: SSHC Module 1 - Greetings; giving/following directions (Ake, Bullock, Knight)
4	T, Feb 2 R, Feb 4	Assessment/catch-up <i>Prep for SSHC</i>	Read Chapters 4/8/9/10/11 (Helm- Estabrooks)
			Friday, Feb 5: SSHC Module 2 - Shopping and giving personal information (Davis, Howell)
5	T, Feb 9 R, Feb 11	Principles of intervention/Models of service delivery/Diversity <i>Prep for SSHC</i>	Read Chapters 6/8/9 (Chapey) and 12/13 (Helm-Estabrooks)
			Friday, Feb 12 - SSHC Module 3 - Weather and current events (Balbes, Wilson)
6	T, Feb 16 R, Feb 18	Functional approaches to intervention <i>Prep for SSHC</i>	Read Chapter 10/11/14 (Chapey) and 24 (Helm- Estabrooks)

			Friday, Feb 19: SSHC Module 4 - Understanding/reading signs; gestural expression and comprehension (Bock, Izzard)
7	T, Feb 23 R, Feb 25	Functional approaches to intervention <i>Prep for SSHC</i>	Read Chapters 15/16 (Chapey) and 14/15/17 (Helm-Estabrooks)
			Friday, Feb 26: SSHC Module 5 - Transportation and running errands (Briegel, Makins)
8	T, March 2 R, March 4	Traditional stimulation approaches to intervention; VCIU, TAP <i>Prep for SSHC</i>	Friday, March 5: SSHC Module 6 - Healthcare and ADLs (Hendley, Newman)
9	T, March 9 R, March 11	Traditional stimulation approaches Catch up	March 11: Quiz 1 March 12: Journals due Read Chapters 22/23 (Chapey) and 16/20/23 (Helm-Estabrooks)
	<i>T, March 16 R, March 18</i>	<i>NO CLASS: Spring Break (Have fun and be careful; use sunscreen!)</i>	
10	T, March 23 R, March 25	Traditional neurocognitive approaches to intervention; MIT	Read Chapters 21 (Chapey) and 19/21 (Helm-Estabrooks)
11	T, March 30 R, April 1	Traditional neurocognitive approaches	
12	T, April 6 R, April 8	Catch up	Read Chapters 18/22 (Helm-Estabrooks)
13	T, April 13 R, April 15	Improving nonverbal communication, specialized interventions	

14	T, April 20 R, April 22	April 20: Quiz 2 AND EBP PowerPoints due by noon
15	T, April 27 R, April 29	April 22, 27, 29: EBP presentations
16	R, May 6	EBP papers due by noon

Quizzes

Quizzes will be based on assigned readings, class lectures/discussions, and information from any materials related to the course (i.e., videos, group assignments, etc). The format of the quizzes will be short answer, true/false, multiple choice, essay, and case study/application problems.

EBP Paper

A 5 – 7 page paper answering a clinical question (assessment or treatment) about aphasia or cognitive communication disorders through the use of the PICO process and related evidence. The scoring rubric will be as follows:

Section	Expected content	Points possible	Points received
General introduction (~ ½ page)	General information to introduce the topic; rationale/impetus for addressing this topic	10	
Statement of topic (~ 1 paragraph)	Well-defined PICO question	10	
Appraisal/synthesis of external evidence (3 – 4 pages)	Consideration of at least three journal articles published 2002-present that address the PICO; each article should be evaluated for overall quality (i.e., level of evidence), clarity, validity, reliability, and clinical utility.	25	
Appraisal/synthesis of other types of evidence (~ 1 page)	Consideration of the specific types of issues that might be relevant to evidence from clinical practice and client/family preferences. This section may be in bulleted/question format.	15	
Conclusions (1 – 2 pages)	The clinical “bottom line”, drawn from available reviewed evidence	20	
Writing style	Paper is organized, cohesive, and includes no grammatical or spelling errors. Includes professional stylistic elements and terminology.	10	
APA Format	Paper is written in APA format: includes appropriate and correct in-text citations, as well as a reference page; all elements are consistent with APA format.	10	
TOTAL		100	

You will present your findings from your EBP paper. The scoring rubric will be as follows:

Component	Content expected	Points possible	Points received
General content	Student imparts complete and correct information related to the topic.	10	
Presentation style	Student exhibits good oral presentation style including, but not limited to: using technical language appropriate to the field/profession of speech language pathology; maintaining a reasonable level of eye contact with the audience; and, encouraging the audience's interest in the topic.	10	
Organization	Student presents information in an organized fashion.	10	
Time Management	Student adheres to the time limit/requirement of 10 – 15 minutes.	10	
PowerPoint/Supplementary Materials	Student designs a PowerPoint presentation that is effective and interesting; supplementary materials are relevant, organized, and impart additional information for the audience member	10	
	TOTAL	50	

Service-learning experience

You will be participating in a service learning experience involving the stroke group Savannah Speech and Hearing Center on Fridays at 10 a.m. from January 29 – March 5. The purpose of this project is to enhance your understanding of service and volunteering as it relates specifically to the profession of speech language pathology, as well as to increase your content knowledge and clinical skills in adult language impairment.

Service learning summary paper:

Each student is responsible for doing some independent research (using reliable sources—several are available online) and coming up with a summary of what service learning is. Possible areas of discussion within this paper include: the definition(s) of service learning; the benefits of service learning; the goals of service learning; and your own individual learning goals for this experience. The paper should be at least one typed double spaced page but no longer than two. Any references utilized should be cited according to APA format.

Weekly modules:

Small groups will be responsible for developing and leading the session for the specified weeks. You will receive clinical clock hours for the session that your team develops and leads. Students will have access to necessary supplies for executing the session (clipboards, paper, white board/dry-erase markers, pens, markers). Each week, the team developing the module will be responsible for transporting all necessary supplies and materials from the clinic to SSHC and back. Team members will be expected to work together to equally share creative and practical demands, and to use all available resources (textbooks, journal articles, therapy manuals, faculty members). In addition, your team will be responsible for training your classmates as to how to work within the stroke group on the particular content and/or techniques that you will be focusing on that week during the Thursday class period before the session at SSHC.

Weekly module grading rubric:

Area	Expectations	Points possible	Points received
Content	Content of module is original, correct and consistent.	20	
Development	Use of multiple resources, adequate preparation, and equal team member participation is evident.	10	
Implementation/execution	Implementation of module content, techniques, and principles with stroke group members is executed with knowledge, confidence, and clinical skill. Adequate instruction of peers is evident.	20	
TOTAL		50	

Reflective journal entries:

Reflective writing is one of the cornerstones of the service-learning experience. Each student is responsible for a total of at least five journal-style reflections about the service learning experience between Jan 29 – March 5. These reflections must be at least one, but no more than two typed pages, double spaced, in 12 point Times New Roman or Arial font. All five reflections should be submitted in the VIEW assignments tab by no later than NOON on Tuesday, March 12. The following questions will help guide your writing for each entry.

1. What? (a brief description of what happened/the event)
2. So what? (interpretation, explanation, emotions, opinions)
3. Now what? (tie it all together—make the objective and subjective portions come together)

Please note that, in order to receive full credit for your writings, they must truly be reflective and/or contemplative in nature and demonstrate your personal integration of academic content with your own thoughts and experiences within the service-learning project. I am looking for specific short-term insights as well as general (long-term) ones. One of the goals of reflective writing is that it allows you to construct your own meaning and develop an enhanced appreciation for learning outside of the classroom and in a way that contributes positively to your community. Therefore, your entries should reflect a degree of progression and advancement of ideas across our time at SSHC; in other words, evidence that you are getting the most from your service-learning opportunity. Your journal entries will be private and confidential—I will not share them with anyone—so please be open and frank in order to get the most benefit from each exercise.

Other resources of interest:

<http://healthlinks.washington.edu/ebp/pico.html>

Information on EBP/EBM and building a PICO question

<http://asha.org/members/ebp/>

Available to ASHA/NSSLHA members; lots of good information on evidence based practice

<http://www.servicelearning.org/index.php>

Learn and Serve: America's National Service-Learning Clearinghouse; lots of great information about