

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES

SEMINAR ON NEUROLOGICAL DISORDERS (APHASIA)
EDSP 254: Section 2 (WEDNESDAY) FALL 2018

I. COURSE AND CONTACT INFORMATION

Instructor:	Nidhi Mahendra, Ph.D., CCC-SLP
Office Location:	SH 232 (Ph: 408-924-8161)
Email:	nidhi.mahendra@sjsu.edu (Preferred Method of Contact; Please expect a response within 48 hours barring urgent matters)
Office Hours:	Wednesday morning 10-Noon OR By Appointment
Class Days/Time:	Wednesday 1:00 pm- 3:45 pm
Classroom:	Sweeney Hall SH 449
Course Prerequisites:	Graduate Status or Instructor Consent

II. COURSE DESCRIPTION

The focus of this course is on adult neurogenic language disorders, specifically aphasia, its definition, incidence and prevalence, causes, clinical phenotypes (post-stroke aphasia, post-TBI aphasia, primary progressive aphasia or PPA), and contemporary approaches for assessing and treating aphasia, as well as conceptualizing it from a life participation approach (LPAA). Select neurological disorders besides aphasia that particularly impact speech, language and cognition also will be introduced during this class, to offer continuity with the Spring semester seminar on cognitive-communication disorders.

Course Learning Outcomes (CLOs)

Upon completion of this course, learners will be able to:

1. Define acquired neurogenic language disorders (NLDs) and list four broad categories of NLDs – develop a broad understanding of neurological disorders that feature prominently on a speech-language pathologist's caseload
2. Define the term aphasia, explain its causes, and identify salient characteristics of multiple distinct types of aphasia
3. Explain the life-changing impact of aphasia from the perspective of the International Classification of Functioning, Disability and Health (WHO's ICF Model)
4. Define cognition and its components; be able to articulate the inextricable link between cognition and language
5. Become knowledgeable about conceptual frameworks (Life Participation Approach to Aphasia-LPAA and the Aphasia Framework for Outcome Measurement-AFROM) that guide planning for evidence-based assessment and management of persons with aphasia

6. Answer client and caregiver question about aphasia, its recovery and seminal interventions known to positively influence communication and quality of life
7. Identify the core principles of supportive communication for aphasia (SCA)
8. Learn the names, rationale and steps/components involved for at least 8 commonly used, contemporary aphasia therapy techniques

Readings

This class ***has no required textbook*** in an effort to help students mitigate the cost of graduate education while curating a flexible, contemporary curriculum on neurological disorders.

Select Required Readings (see Canvas for full listing of Required Readings and Required Videos)

1. American Speech Language Hearing Association (2016). Scope of Practice in Speech-Language Pathology. Available from <https://www.asha.org/uploadedFiles/SP2016-00343.pdf>
2. Chapey, R., Duchan, J., Elman, R., Garcia, L., Kagan, A., Lyon, J., & Simmons Mackie, N. (2000). Life Participation Approach to Aphasia: A statement of values for the future. *ASHA Leader*. <http://leader.pubs.asha.org/article.aspx?articleid=2292586> (Posted on Canvas under Modules)
3. Aphasia Alliance- Top Tips for Aphasia-Friendly Communication- (Posted on Canvas under Modules) <http://www.aphasiaalliance.org/top-tips/>
3. Gorno-Tempini, M.L., Hillis, A. E., Weintraub, S. et al. (2011). Classification of primary progressive aphasia and its variants. *Neurology* 76(11), 1006-1014.
4. Kleim, J.A., & Jones, T. A. (2008). Principles of experience-dependent neuroplasticity: Implications of rehabilitation after brain damage. *Journal of Speech Language Hearing Research*, 51, S225-S239.
5. Galletta, E. E., & Barrett, A. M. (2015). Impairment and functional interventions for aphasia: Having it all. *Current Physical Medicine Rehabilitation Report*, 2(2), 114-120.

Important Online Resources

American Speech Language Hearing Association (ASHA) Practice Portal

<http://www.asha.org/Practice-Portal/Clinical-Topics/Aphasia/>

National Aphasia Association www.aphasia.org

Aphasia Access www.aphasiaaccess.org

Aphasia Institute www.aphasia.ca

Academy of Neurologic Communicative Disorders & Sciences–ANCDS: See Practice Guidelines link www.ancds.org

Class Notes

These will routinely be posted, under Modules, on Canvas. The intention of these class notes (usually in PPT format) is to assist you with better comprehension of lecture material, and to ease note-taking.

If you are a first-time Canvas user, please visit this website: <http://www.sjsu.edu/at/ec/canvas/>.

The URL to log on to Canvas is <https://sjsu.instructure.com> and your user name is your 9-digit SJSU ID.

Course Requirements

View detailed instructions for each course requirement on Canvas (under Assignments)

Course Requirements	Description	Maximum Points Possible	Date Due
Participation	Combination of participation in-class, in online discussions, emails, office hour visits	10	Throughout course
Weekly Tasks/Techniques/Reflection (TTRs)	8 TTRs x 20 points each (Visit Canvas for Detailed Instructions)	20 x 8 = 160	Start of class as indicated
Diagnostic Planning for Aphasia and Other Neurological Disorders PAIRED ASSIGNMENT <i>(Instructor assigns pairs)</i>	For this assignment, you will be paired with a peer and have a chance to select 1 of three or four case history profiles of a client with aphasia or other neurological disorder. The case history will be followed by instructions and guided questions to prepare a Diagnostic Plan—this is composed of a time-ordered agenda for a 2-hour evaluation that identifies all specific screening and assessment measures you would use if a client with this history came into the clinic. A diagnostic plan also requires you to provide written rationale for every component you are including in your assessment of your chosen client profile. More details provided on Canvas.	80	Informally shared in class on 10/24/18 Final dx plans due on 10/31/18
FINAL –Treatment Technique Presentation PAIRED ASSIGNMENT <i>(Instructor assigns pairs)</i>	Please see details on Canvas. This assignment has 2 parts – Part 1 - a shared 7-10 minute presentation in which both partners have a speaking role (you may use power point/white board/posters/posterboard) and you will include a short demonstration AND Part 2 – where you submit a jointly prepared 2-page (single-spaced, 11-12 pt font) handout about the treatment technique.	50 (30 pts presentation + 20 pts handout)	In-class Presentations on 12/05/18 Handout due on Monday 12/17/18 by 1:00 pm

For optimal success in this course, you should plan to spend 45 minutes outside class, for every hour in class. In other words, you should spend **at least 2 hours** preparing for every course meeting.

Grading

Grades will be determined using the point system detailed above. Your final letter grade will be based on the following scale corresponding to total points earned out of a maximum possible of 300 points:

A	280-300	B+	260-269	C+	235-239	D	220-224
A-	270-279	B	250-259	C	230-234	F	<220
		B-	240-249	C-	225-229		

All work must be submitted on time, per instructions provided in class or via Canvas. Late work will be graded **up to 24 hours past deadline**, with a 10 point penalty.

Remediation

For students entering the professions of speech-language pathology, the goal of advanced learning goes beyond securing a satisfactory grade in a course/examination/assignment. Indeed, the goal of advanced learning is for novice clinicians to demonstrate learning of knowledge and application of skills on an examination or assignment. Given the profession's certification standards regulated by the American Speech Language Hearing Association, you must demonstrate proficiency in essential areas, pertaining to the content of this course. Thus, if your performance on one or more core knowledge/skill areas in this class is below expectations, I may require you to do additional directed readings or homework with my assistance, on any area requiring remediation. Examples of additional work that may be required if you need remediation include the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s) OR providing oral explanations of content material
- Redoing all or part of a class project
- Completing directed readings or viewing supplemental videos

This type of remedial work will not alter the grade you earn on an examination or assignment; yet will ensure that you have demonstrated acquisition of key knowledge/skill areas targeted in this course.

Illness and Absence Policy for Assignments

You will have ample time to complete all assignments. There will be no make-up assignment or presentation opportunities offered (pending a true emergency that can be documented). *Please consult the syllabus carefully and refrain from making any planned travel arrangements that influence presentation dates and times.*

III. UNIVERSITY POLICIES

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. I always appreciate students seeking clarification, assistance, or directly discussing concerns with me so I have an opportunity to be responsive to such requests.

Dropping and Adding Courses

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Please be aware of all current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- Please notify me if you are recording my class for any audio recording. When I grant you permission, I am strictly allowing the recording ONLY to be used for your private self-study. These recordings remain my intellectual property and you are not granted rights to reproduce or distribute or post this recording

anywhere including for example, on a private student group Facebook page. Thank you for your understanding.

- Please do not share my class materials or recordings publicly for any reason. Also do not upload ANY course materials (e.g. articles, powerpoint slides, learning tools) to a website, blog, or social media page without my clear and explicit consent.

Academic Integrity Statement

Your commitment, as a student, to learning and to forthcoming excellence in Speech-Language Pathology is evident in your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest and original in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

I expect the highest ethical conduct from you, when it comes to doing original, independent work in this graduate course. If you are caught cheating on any assignment, or guilty of plagiarism and if this is factually verified after due process, you will receive no credit for the assignment in question, and it is possible that you may not receive a passing grade for the course, depending on the situation.

Campus policy in compliance with the Americans with Disabilities Act

If you need any significant course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment to discuss this with me during office hours, at your earliest convenience. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability, and of the necessary accommodations.

Accommodation for Students' Religious Holidays

San José State University provides accommodation on any graded class work or activities for students wishing to observe religious holidays when such observance requires an absence from class. I ask students to inform me in the first 2 weeks of class, of any such known holidays prior to an expected absence. You are assured of reasonable efforts to honor your request for such absence without penalty.

LCOE Student Support and Resources

The LCOE Student Success Center offers a student-centered space for study hours, relaxation, career advising, and professional skills development

<http://www.sjsu.edu/education/studentsuccesscenter/index.html>

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union (*please verify locations as these sometimes change*). Computers are also available in the King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall (Suite 126). All Writing Specialists go through a stringent hiring process, and are trained to assist students in all disciplines, at all levels, to become better writers. Beyond

one-on-one tutoring services, the Writing Center offers workshops every semester on select writing topics. To make an appointment or to refer to online resources offered, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

IV. COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

Department: The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPAA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

Confidentiality

All client information discussed in class is strictly confidential. On occasion, clients may visit our class and share their experiences or guest speakers share information about real clients. We will watch videos, live sessions, and review clinical documentation from real clients. This information may not be discussed outside our classroom or in public places for others to hear. Keeping client information confidential is mandated by ASHA's Code of Ethics and HIPAA regulations. For more information about HIPAA, please visit <http://cms.hhs.gov/hipaa/>. Repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for further action.

Classroom Protocol: The best learning environment is created when instructors and learners engage fully with each other. I cherish a classroom with an energetic, positive vibe that promotes learning, mutual respect and thoughtful interactions. It is important to me that you arrive on time to class, return promptly from class breaks, interact respectfully in class, and refrain from texting or surfing the web or working on any tasks unrelated to our class. Please make sure cellphones are turned off or in silent mode except when you are on break. In an emergency, please step outside discretely if you have to take a call.

Attendance and Participation

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading." I monitor attendance semi-regularly and use participation as a criterion for grading. I define participation as engaging with class content/other learners/instructor in-person and/or via Canvas, completing work on time, being responsive to your peers in collaborative learning projects, behaving in an ethical, civil and responsible manner throughout the course, and providing feedback to the instructor and/or seeking any assistance as needed to do your best in the course.

Wk	Date	Class Topics/Assignments	Readings
1	8/22	Introduction & Understanding Aphasia from an ICF Model Perspective Overview of the Life Participation Approach for Aphasia (LPAA)	Required Reading 1; Video 1
2	8/29	Neurological and Medical Considerations: Foundations Introduction to Aphasia syndromes	Class Notes, Required Reading 2 TTR 1 due today
3	9/5	ONLINE CLASS: Aphasia Syndromes and Language Impairments	Required Reading 3
4	9/12	Investigating Life Participation further – 360 degree view of aphasia Instructional Surprise – Don't miss this class	Class Notes TTR 2 due today
5	9/19	Primary Progressive Aphasia Principles of Clinical Assessment and Diagnosis	Required Reading 4 TTR 3 due today
6	9/26	Clinical Assessment and Diagnosis...continued Living with Aphasia: Framework for Outcome Measurement	Required Reading 5 TTR 4 due today
7	10/3	Assessment and Variables influencing client performance	TTR 5 due today
8	10/10	ONLINE CLASS: Assessment – Emphasis on Functional Assessments Supported Conversation for Aphasia (SCA™)	
9	10/17	Supported Conversation for Aphasia (SCA™)..continued Diagnostic Plans and Time-ordered agendas presented in class Introduction to Treatment of Language Impairment	TTR 6 due
10	10/24	Treatment of Language Impairment....Continued	Assignment 1 in-class today: Informal sharing of Diagnostic Plan
11	10/31	Specialized Treatments for Impairments <i>Happy Halloween</i> Life Participation Approaches and Group Treatment	FINAL DIAGNOSTIC PLAN DOCUMENT due today at start of class
12	11/7	Beyond Aphasia: Complex Neurological Disorders	
13	11/14 ASHA Conv.	ONLINE CLASS: Aphasia Groups Complex Neurological Disorders....continued	TTR 7 due
14	11/28	Working as a Medical Speech Language Pathologist	TTR 8 due – completed in class
15	12/05	LAST CLASS – Final Part I: Treatment Technique Presentations: 7-10 minutes per pair	
FINAL	12/17	FINAL Part II Treatment Technique Handout Due Today Submitted Online via Canvas	MUST be submitted by 1:00 pm 12/17 per SJSU policy