

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES
EDSP 254 A Seminar in Neurological Disorders Section 01 Fall Semester 2018

COURSE INFORMATION

Instructor: *Anita L. Schaack*

Office Location: *SH 348*

Telephone: *408-924-3665*

Email: Anita.schaack@sjsu.edu (*Preferred Contact*)

Office Hours: *Wednesday 1-3 or by appointment*

Class *Wednesday 9:00-11:45*

Days/Time:

Classroom: *SH 449*

Course Format

In-class format with requirement for internet connectivity and computer access.

Course Description: Provides an understanding of the neuropsychological, cognitive and linguistic correlates underlying adult neurological disorders. Assessment and treatment for a variety of disorders emphasized.

Prerequisite: Graduate standing or instructor consent.

We will review material regarding the language and communication disorders associated with adult aphasia. The course will differentiate among aphasic disorders and review relevant assessment and treatment strategies to assist with management of individuals presenting with this condition.

Course Learning Outcomes and Goals

This course meets the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology <https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

Upon successful completion of this course, students will be able to:

CLO 1 Define acquired neurogenic language disorders (NLDs) and list four broad categories of NLDs

CLO 2 Define the term aphasia, explain its causes, and identify salient characteristics of various distinct forms of aphasia. (ASHA Standard IV-C; Exam, Treatment project, case studies)

CLO 3 Explain the cultural correlates of aphasia and related disorders (ASHA Standard IV-C; Assessment project, Case Studies)

CLO 4 Summarize the social and communicative characteristics associated with aphasia and related disorders (ASHA Standard IV-C; Exam, Treatment Project, Case Studies)

CLO 5 Identify, describe, and critically evaluate communication skills in individuals with aphasia and related disorders (ASHA Standard IV-C; Exam, Assessment assignment, case studies, Treatment project)

CLO 6 Identify treatment strategies designed to address long-term deficits associated with aphasia and related disorders (ASHA Standard IV-D; Treatment project, case studies)

CLO 7 Select and specify appropriate assessment goals, procedures, and tools to identify the communication needs of individuals who require aphasia with consideration of the physical, cognitive, linguistic, social, and cultural correlates that influence the assessment process) and to determine environmental barriers and/or supports that may limit or facilitate communication. (ASHA Standard IV-D Treatment Project, Case Studies)

CLO 8 Critically evaluate treatment protocols for individuals with aphasia and related disorders (ASHA Standard IV-D; Treatment project, case studies)

CLO 9 Identify models of service delivery to meet the needs of individuals with complex communication needs. (ASHA Standard IV-D; Exam, Treatment project, Case Studies)

CLO 10 Specify appropriate and consumer-responsive short and long-term treatment objectives for individuals with aphasia and related disorders (ASHA Standard IV-E; Treatment Project, Case Studies)

CLO 11 Specify appropriate and consumer-responsive interventions designed to improve quality-of- life for individuals with aphasia and related disorders (ASHA Standard IV-F; Treatment Project, Case Studies)

Required Texts/Readings

Textbook:

G. Albyn Davis (2013). Aphasia and Related Cognitive-Communicative Disorders. Boston, MA: Pearson Education, Inc. ISBN-13: 978-0-13-261435-1

Other Suggested Resources:

- LaPointe, L.L. (Ed.). (2010). Aphasia and Related Neurogenic Language Disorders (4th Ed). New York: Thieme. ISBN 978-1-60406-261-8
- 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

Lecture Outlines:

The purpose of these outlines is to provide you some help in following the lecture and improving your real-time comprehension of the material. Lecture outlines will be on the web, through Canvas if you wish to take advantage of this convenience.

Library liaisons:

Suzie Bahmanyar

E-mail: suzie.bahmanyar@sjsu.edu

<http://libguides.sjsu.edu/communicationdisorders>

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More information can be found: The [University Policy S16-9](#), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

Course Requirement	Description	Points toward final grade	Date Due
Midterm Exam	In-class exam covering material through 10/10.	100	10/17
Assessment Project	You will complete an assessment (details to be announced). In addition, you will develop a short form assessment tool to assist you in classifying aphasia.	80	10/31
In-Class Case Studies	You will be assigned case studies with questions to address. Responses will be reviewed/discussed in class. Credit will only be given if you are IN CLASS	20	TBD
Final Project	A major 2-part project that will give you an opportunity to demonstrate your knowledge of aphasia theory, testing, and principles of evidence-based treatment of aphasia. Part 1 -an oral presentation of your treatment technique: and Part 2- a written project summary as detailed in assignment instructions.	25/75	12/7

NOTE that [University policy F69-24](#) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “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.”

Final Evaluation

A 2-part project including an in-class presentation on the last day of class and a written project summary submitted on the corresponding Final Examination day. (See schedule below)

Grading Information

Determination of Grades

- Grades will be determined using the point system detailed above.
- Your letter grade is based on the following scale.

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

NOTE: All work must be submitted on time in an acceptable and ethical manner. Late Assignments will not be accepted.

Illness and Absence Policy for Exams

If any exam is missed with a legitimate and documented reason you may meet with the instructor **by appointment** for a make-up, which may be an alternative paper or oral exam, at the instructor's discretion.

Classroom Protocol:

- [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:
- In consideration of others in the class please arrive to class on time and make sure your cell phones are turned off or are on silent mode.
- You are responsible for obtaining copies of any class notes or handouts that were presented and distributed on a day you were absent.
- Read and use your syllabus.
- Be prepared and ready to answer questions during any given class
- Participate in class discussions by making comments, answering and asking questions
- Function as a good classroom citizen by respecting other opinions and being an active listener
- Communicate with me about concerns as they arise

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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

College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

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 clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a professional infraction. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

EDSP 254/A Seminar in Neurological Disorders, Fall 2018 Course Schedule

This calendar is subject to change with fair notice. Any deviations to class calendar will be announced to the class by the instructor via canvas and/or class lectures. Remember to consult Canvas often for updates or announcements <https://sjsu.instructure.com/>

Date	Class Topics & Assignments	Readings
8/22	Class intro-General Considerations and Aphasia Video	
8/29	Neurological Basis/Medical Aspects	Chapters 2 and 7
9/5	Aphasia Syndromes	Chapter 2
9/12	Aphasia Syndromes	
9/19	Aphasia Syndromes Continued Primary Progressive Aphasia	Chapter 13
9/26	Assessment -- Review Assessment Assignment	Chapter 5
10/3	Assessment	Chapter 6
10/10	Assessment	
10/17	Midterm Exam	
10/24	Treatment Considerations	Chapters 8
10/31	Treatment <u>Assessment Project Due</u>	Chapter 9
11/7	Treatment	Chapter 10
11/14	Treatment	
11/21	No Class -Thanksgiving	
11/28	Clinical Practice –Medical SLP	
12/5	Last Class: Final Part 1: Treatment Presentations Due	
12/12	Final Part II: Treatment Project Due by 9AM submitted on Canvas	