SAN JOSÉ STATE UNIVERSITY

DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES

EDSP 254

Fall 2013

I. COURSE INFORMATION

Instructor: **Anita L. Schaack**

Office Location: **SH 113**

Telephone: **408-924-3665**

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

Office Hours: **By Appointment**

Class Days/Time: **Friday 1:00-3:45**

Classroom: **SH 120**

A) Course Description: 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.

B) Student Learning Objectives

- Please see the attached Appendix

C) Readings

Required Text:

Chapey, R. (Ed.). (2008). Language Intervention Strategies in Aphasia and Related Neurogenic Communication Disorders (5th ed.). Baltimore: Lippincott Williams & Wilkins

Recommended Text:

LaPointe, L.L. (Ed.). (2010). Aphasia and Related Neurogenic Language Disorders (4th Ed). New York: Thieme

Other Suggested Resources:

www.ancds.org (Go to Practice Guidelines Link)

Robey, R. R. (1994). The efficacy of treatment for aphasic persons: A meta-analysis. *Brain and Language*, *47,* 582–608.

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

Robey, R. R., & Schultz,M. C. (1998). A model for conducting clinical outcome research: An adaptation of the standard protocol for use in aphasiology. *Aphasiology*, *12,* 787–810.

Robey, R. R., Schultz, M. C., Crawford, A. B., & Sinner, C. A. (1999). Single-subject clinical-outcome research: designs, data, effect sizes, and analyses. *Aphasiology*, *13,* 445–473.

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.

D) Course Requirements

Course Requirements	Description	Points toward final grade	Date Due
Midterm Exam	In-class exam covering material through 10/11.	100	10/18
Assessment Project	You will partner-up and take turns administering one of the major aphasia tests to each other. In addition you will develop a short form assessment tool to assist you in classifying aphasia in **less than** two hours.	80	11/8
Case Studies	You will be assigned case studies with questions to address. Responses will be reviewed/discussed in class.	20	TBD
Treatment Project	A major project that will give you an opportunity to demonstrate your knowledge of aphasia theory, testing, and principles of evidence-based treatment of aphasia	100	12/13

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.

Grading

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		

All work must be submitted electronically and on time. You will lose points on the project if you miss deadline.

E) Remediation

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

F) Illness and Absence Policy for Exams and Assignments

- You will have ample time to complete all exams and all assignments. There will be no make-up exams or assignments offered unless there is a true emergent (and documented) situation that prevents your from completing your work.

G) Adding/Dropping

- Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.
- The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.
- Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

H) Class Etiquette:

- 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 greensheet.
- 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

II. UNIVERSITY POLICIES

Academic Integrity Statement

- Let me start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San Jose State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at:
- http://sa.sjsu.edu/judicial_affairs/index.html
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus policy in compliance with the Americans with Disabilities Act

- If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.
- Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: http://www.drc.sjsu.edu/policies/default.htm.

III. 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.

HIPPA 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.*

Classroom Protocol: In consideration of others in the class please arrive on time and make sure your cell phones are turned off or are silent mode. If you need to take a call please take it outside the room

CALENDAR – SUBJECT TO CHANGE BY THE INSTRUCTOR

- 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

Wk	Date	Class Topics & Assignments	Readings
1	8/30	Class intro-General Considerations and Aphasia Video	
2	9/6	Neural Basis/Medical Aspects of Stroke	Chapey Chap. 1, & Ch. 3 pg. 42-51
3	9/13	Aphasia Syndromes	Chap. 2 Ch. 18 pg. 507-508
4	9/20	Aphasia Syndromes Continued	Ch. 20 pg. 543- 553 Ch. 21 pg. 565-574
5	9/27	Aphasia Syndromes Assessment	Ch. 4, 9
6	10/4	Assessment	
7	10/11	Assessment	
8	10/18	**Midterm Exam**	
9	10/25	Treatment Considerations	Ch. 6,7,8,9,26
10	11/1	Treatment	Ch. 15, 31
11	11/8	Treatment – *Assessment Project Due*	Ch. 17/18
12	**11/15**	Treatment **ASHA**	
13	11/22	Treatment- Life Participation Approaches/Group Treatment	Ch. 10, 13, 14
14	12/6	Wrap up and review	
	12/13	**FINAL Treatment Project Due**	

November 29 Campus Closed

Appendix A
Course Objectives/Competencies

III-C Knowledge Objectives

Students will be able to demonstrate knowledge of the nature of complex communication needs by:

III-C (1) specifying and explaining common etiological factors associated with aphasia
III-C (2) explaining the clinical manifestations of aphasia
III-C (3) explaining the cultural correlates aphasia
III-C (4) summarizing the social and cognitive characteristics associated with various types of aphasia
III-C (5) identifying, describing, and critically evaluating communication skills in individuals with aphasia.

III-D Knowledge Objectives

Students will be able to demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for children and adults with complex communication needs by:

III-D (1) identifying treatment strategies designed to prevent long-term deficits in aphasia
III-D (2) selecting and specifying 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.
III-D (3) critically evaluating treatment protocols for individuals with aphasia
III-D (4) identifying models of service delivery to meet the needs of individuals with complex communication needs.
III-D (5) specifying appropriate and consumer-responsive short and long-term treatment objectives for individuals with aphasia
III-D (6) specifying appropriate and consumer-responsive interventions designed to improve quality-of-life for individuals with aphasia

III-G Knowledge Objective

Students will be able to demonstrate knowledge of contemporary professional issues as they relate to individuals with complex communication needs by:

III-G (1) critiquing practices, policies, and guidelines as they relate to individuals with aphasia.

Course Objective/ Learning Outcome	Exam 1	Exam 2	Assessment Project	Case Study Treatment Project
III-C (1)	X	X		X
III-C (2)	X	X		X
III-C (3)	X	X		X
III-C (4)	X	X		X
III-C (5)	X	X		X
III-D (1)	X	X		X
III-D (2)	x		X	X
III-D (3)			X	X
III-D (4)		X		X

III-D (5)		X		X
III-D (6)		X		X
III-G (1)		X		X