SLPA 6704
Neuropathologies of Language

Semester Hours 3
Semester/Year Fall 2012
Time/Location Tuesday 11:00 am – 1:30 pm Education Center 229
Instructor Lama K. Farran, Ph.D., CCC-SLP
Office Location 252 Education Center
Office Hours Tuesday & Thursday: 1:30-4:00
Online Hours Wednesday: 8:00 am-1:00 pm
Telephone Direct Line: 678-839-6075
Department Line: 678-839-6145
Email lfarran@westga.edu
Fax 678 839-5258
Online Support
CourseDen Home Page
https://westga.view.usg.edu/
CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
UWG Distance Learning
http://distance.westga.edu/
UWG On-Line Connection
http://www.westga.edu/~online/
Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION

Pre-requisite: Admission to Teacher Education; Advisor permission

This course provides advanced study of the etiology, characteristics, assessment, and intervention principles involved in acquired language and related disorders in adults. Topics include neuroanatomy and neuropathology, evidenced based practice, aphasia, traumatic brain injury, dementia, right hemisphere dysfunction, neurological disorders in adults and children.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards also are incorporated as criteria against which candidates are measured. The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions are also noted and discussed in more detail below. The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.
APPROACHES TO INSTRUCTION

The focus of the course is to help candidates increase skills in working with clients with challenging neurologically based language disorders. At the end of this course, candidates will demonstrate skills for decision-making: determining the direction of current trends in the profession for clients with neurologically based language disorders (assignments 1, 2, 3, 4), leadership: guiding intervention directions in the profession (assignment 3, 4), lifelong-learning: promoting skills for continual scrutiny of professional treatments (assignments 1, 3, 4), adaptive performances: changing trends and directions as dictated by research-based findings for neurologically based language disorders (assignments 3, 4), collaboration: working with peers to help determine best practices and trends for serving clients with neurological impairments (assignments 3, 4), cultural sensitivity: considering the impacts of cultural backgrounds on intervention needs (assignments 1, 3, 4), empathetic: understanding and accepting the individual and group needs related to treatment (assignment 1, 3, 4), knowledgeable: versed in the theories, and practical applications of research-based techniques (assignments 1, 3, 4), proactive: able to accurately predict implications for future intervention strategies in the profession (assignments 1, 3, 4), and reflective: using research findings to appropriately guide daily practice in serving clients with neurological disorders (assignments 1, 3, 4).

COURSE OBJECTIVES: Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions are also noted and discussed in more detail below. Students will:

1. Identify the biological and neurological structures of the central and peripheral nervous system and discuss their roles in children and adult populations with normal and disordered language (Davis, 1999); (ASHA KASA Standard III-B; Knowledgeable; Reflective; NBPTS 1, 2, 5.)
2. Describe the etiologies, characteristics, and cultural impacts associated with patients with traumatic brain injury, aphasia, right hemisphere damage, and dementia (Davis, 1999); (ASHA KASA Standard III-C; Knowledgeable; Reflective; NBPTS 1, 2, 5)
3. Differentially diagnose the clients with classic aphasia syndromes based on information obtained from assessment tasks (Davis, 1999); (ASHA KASA Standard III-D; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5)
4. Differentially diagnose the clients with traumatic brain injury, right hemisphere damage, and dementias based on information obtained from assessment tasks (Davis,
1999); (ASHA KASA Standard III-D; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5)

5. Describe the use of technology for assessment of adults with acquired language disorders (Davis, 1999); (ASHA KASA Standard III-D; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5)

6. Describe the use of technology for intervention with adults with acquired language disorders (Davis, 1999); (ASHA KASA Standard III-D; Decision Makers; Leaders; Collaborative; Culturally Sensitive; Proactive; Knowledgeable; Reflective; NBPTS 2, 4, 5).

7. Describe the principles and tasks characteristic of various approaches to language intervention with adults from different cultures (Davis, 1999); and (ASHA KASA Standard III-D; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5).

8. Demonstrate skills in remediation of specific deficits in adults and children with acquired language disorders (Davis, 1999) and ASHA KASA Standards III-D, IV-G; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:


Additional Texts:


**Instructional Resources:** Syllabus, lecture notes, handouts, and other class material will be posted on the CourseDen web site rather than distributed in class. The student should become familiar with CourseDen procedures as quickly as possible. Inability to retrieve course information will not be an acceptable excuse for failure to acquire / master the information.

**References:** A list of reference including books, peer-reviewed articles and websites will be provided a supplement to the required textbook.

**Required Instructional Resource:** Tk20 Subscription

These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php).

For assistance, email tk20@westga.edu.

**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

**Evaluation:** Total Possible Points = 800

1. **Attendance & Participation:** Student attendance and participation are required (50 points)

2. **Quizzes:** Each student will take three timed on-line quiz through CourseDen or in-class on various topics. Quiz 1 will cover neuroanatomy and language. *Quiz 2 and Quiz 3 will be unannounced.* Learning Outcomes 1-8. (50 points each; Total = 150 points)

3. **Midterm:** Students will be required to take the midterm at the Computer Lab in the College of Education. Examinations will ONLY be accessible through the ‘Securexam Browser’ program found on COE laboratory computers. Exams will be accessible on specified dates and times. All examination results are final. Exams may be taken only ONCE. Students are strictly forbidden to print, copy, image save examination material, doing so is considered a violation of the academic honesty policy and will result in an automatic grade of zero. (150 points)
4. **Portfolio I Assessment** Students will develop their own portfolio for assessment of individuals with neurogenic communication disorders. Details including a rubric will be provided in class four weeks before due date. **(100 points)**

5. **Portfolio II Intervention** Students will develop their own intervention guide that can serve as a reference. Details including a rubric will be provided in class four weeks before due date. **(100 points)**

6. **Presentations:** All students will present an evidence-based *Best Practices* content unit. Presentations will be submitted utilizing a group format. In small groups, students will research an assigned topic related to adult language disorders. Details including a rubric will be provided four weeks prior presentation date. Learning Outcomes 1-8. **(100 points)**

7. **Final:** the final exam will be similar to the midterm in format and will cover all materials covered after the midterm. **(150 points).**

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**Grading**

A = 90 - 100%, B = 80 – 89%, C = 70 - 79%, D = 60 - 69%, F= below 60%

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**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**CLASS POLICIES**

*Please note: As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing. As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.*

1. Participation. Each student is expected to read assigned material prior to class and participate in class discussions.
2. **Cell Phone Use:** Please turn off your cell phone during class time.
3. Written work done outside of class on for quizzes must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.) and conform to APA Version 6 writing style. Points will be deducted for inadequate written work.
4. All typed narrative assignments (excludes reference sheets and treatment guide sheets)
completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font, unless other specified by the instructor. **All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.**

5. When describing patients or individuals, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with mental retardation, NOT a mentally retarded child).

6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.

7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).

8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide for the correct method to cite other authors’ work.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Professional Conduct:** The class will adhere to policies in the Speech-Language Pathology Program.
Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. *For this course, please send course questions and comments through lfarran@westga.edu. This is the email I will be checking for course correspondence.*
CLASS OUTLINE

Note: *Dates are approximate. Instructor reserves the right to change assignment dates and topics as warranted. Topics may be combined or modified as needed. Additional peer-reviewed readings will be provided throughout the semester.*

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<td>Introduction, syllabus, course overview, Neuroanatomy I</td>
<td>CourseDen Practice</td>
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<td>August 28</td>
<td>Chapters 1,2</td>
<td>Neuroanatomy &amp; Neuropathology Neurologic Assessment</td>
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<td>September 4</td>
<td>Chapters 3,4</td>
<td>Assessment of Neurogenic Disorders Assessment of Cognition</td>
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<td>September 11</td>
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<td>Assessment of Language</td>
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<td>Chapter 8,9</td>
<td>Aphasia</td>
<td>Midterm Study Guide</td>
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<td>Chapter 10</td>
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<td>Traumatic Brain Injury in Adults</td>
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<td>October 23</td>
<td>Chapter 11</td>
<td>Traumatic Brain Injury and other Neurologic Disorders in Children</td>
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<td>October 30</td>
<td>Chapter 12</td>
<td>Dementia</td>
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<td>November 6</td>
<td>Chapter 13</td>
<td>Motor Speech Disorders</td>
<td>Case Studies Presentation Paper Due</td>
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<td>Class Presentations</td>
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<td>November 20-22</td>
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<td>November 27</td>
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<td>December 2</td>
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<td>CourseDen Submission 5 pm</td>
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