Language Disorders III
SPHS 5840
Spring 2017

Professor: Gloria S. Olness, Ph.D., CCC-SLP
Office: SPHS 217
Class day / time: TR 12:30 p.m. - 1:50 p.m.
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Email: golness@unt.edu
Class location: ECB 110
Office Hours: TR by appointment + F (on demand)
T.A.: Daniel Park (for logistics only)

Required resource:

Suggested resources:
Suggested resources are not required but are provided as recommended material to allow a student to expand his or her knowledge base. These would serve as excellent additions to the personal library of the student who desires a professional practice specializing in neurogenic communication disorders.


Prerequisite courses:
Completion of SPHS 4050 (Neurological Bases of Speech and Hearing) or its equivalent is strongly recommended. See bibliography of resources at the back of this syllabus, for support as you (re-)learn neuroanatomy and neurophysiology. At minimum, you should know the material in Chapters 1 and 2 of Brookshire well enough to be able to summarize and cogently describe the main points in that chapter.

Course description:
Language Disorders III covers acquired neurogenic cognitive-communicative and language disorders commonly observed in the adult population including aphasia, traumatic brain injury, right-hemisphere syndrome, and dementia. The course emphasizes understanding of the neuroanatomical and neurophysiological conditions associated with acquired cognitive-communicative and language disorders; assessment techniques and treatment/maintenance approaches; and issues related to the overall clinical management of adults with neurogenic disorders, including clinical counseling and working with family members.
Instruction related to intervention methods emphasizes empirical, evidence-based practice guidelines and outcome assessment of intervention. Because most acquired neurogenic communication disorders are treated in a medical model of service delivery, the course also includes topics relevant to the medical service delivery model, including documentation, third-party reimbursement, and the medical continuum of service delivery.

What you can expect to achieve in this course:
This course is designed to develop your ability to critically think through the clinical, practical, and personal issues faced by clinicians and clinician-researchers in the profession of speech-language pathology, regarding assessment and intervention with people who have these disorders—will act as input to the more important pedagogical process of grappling with clinically relevant questions (arranged in increasing order of challenge to us as professionals and to our profession):
1) Assessing/integrating what I know: Which are the key facts, definitions, and factors?
2) Understanding how I reached these conclusions: What is the evidence? What is my rationale?
3) Acknowledging the uncertainty of knowledge: What questions do I (and the field) still need to answer?
4) Applying my knowledge to clinical practice: What are the implications of my conclusions?

You (and I) will have succeeded in this course if you develop the ability to consistently pose and seek answers to the four preceding questions. You’ll succeed professionally when your answers to these questions shape your clinical practice. This course is not designed to make you fit into a mold, but to break you out of the mold, for a culture in which the scientific knowledge base and the context of clinical practice are in a constant state of flux. This works toward the ultimate goal: the betterment of the lives of individuals with neurogenic disorders of language/communication.

What you can expect to achieve in this course:
Upon successful completion of this course, the student should demonstrate the following competencies:
1. Knowledge of the neurogenics of various acquired cognitive/language disorders (2014 KASA: IV-B; IV-C)
2. Knowledge of assessment methods for evaluating adults with acquired cognitive/language disorders, including cultural considerations in assessment (2014 KASA: IV-D; V-B)
4. Knowledge of major treatment approaches used in acquired cognitive/language disorders, with an emphasis on improving functional communication skills and following evidence-based practice methods (2014 KASA: IV-D; V-B)
5. Knowledge of issues related to treatment of adults with acquired cognitive/communication deficits, including: the influence of third party reimbursement on treatment decisions; the importance of family/caregiver involvement in treatment; interdisciplinary treatment models; and the importance of outcome assessment (2014 KASA: IV-D; V-B)

What this achievement will take on your part:
1) Consistent attendance and active participation in class. If illness or an emergency requires absence from class, the student should contact classmates for notes, study the notes, then meet the professor for discussion of any questions.
2) Completion of home-works and therapy technique project. Some are completed individually, and others are completed in small groups for class presentation and/or distribution.
3) Participation in optional study/help sessions provided by the professor
4) Careful review prior to assessments, and attention to feedback on examinations
My commitment as professor:

1) Careful selection of readings, materials, case studies and lecture content
2) Guidance in how to approach and complete home-works and how to prepare for tests
3) Provision of non-judgmental feedback on your development towards the goals of the course prior to assessment. Primary mechanisms for this will be in-class discussions, and office-hours discussions, and discussion in study/help sessions. Students are strongly encouraged to write down questions as they occur during class, for discussion during office hours and study/help sessions.
4) Provision of feedback on exam performance.
5) Availability in office hours (regular hours and by appointment)

Assessing your development:

Your performance in the course will be assessed based on the goals of the course (“What you can expect to achieve in this course”, above). Thus you will be expected not simply to recall (which is a pattern you mastered as an undergraduate), but rather to use what you have learned to reason through problems, clinical cases, and issues. Practice in techniques of professional presentations to peers is also targeted, consistent with KASA standards.

Six home-works (HW) 11%

- Turn-in of graded/corrected first-day quiz 1% (full credit ‘A’ based on completion)
- Neurological syndrome thumbnail 8% (graded based on rubric)
- Guided video viewings home-works 2% (full credit ‘A’ based on completion)
  - Aphasia (0.5%)
  - Right-hemisphere disorder (0.5%)
  - Dementia (0.5%)
  - Traumatic brain injury (0.5%)

Small-group therapy technique project 23% (graded based on rubric)

- In-class presentation with handout

Three (3) examinations 66% (22% each)

- Home-works and their associated rubrics, as applicable, will be distributed on Blackboard or in class. Homework due dates may be adjusted at the time the assignment is made, to accommodate students’ schedules and learning stage.

Examinations will be structured as a combination of multiple choice (MC) and/or short answer (SA) questions. SA questions will be graded based on a rubric (to be provided with the exam). MC responses may be accompanied by a brief justification of response, but this is not required; any MC justifications will be taken into consideration when grading MC questions. Examinations are open-book, take-home exams. They will be distributed electronically on Blackboard. Students are expected and required to complete examinations independently; violations of academic integrity in completion of examination will not be tolerated. (See Academic Integrity guidelines in this syllabus.)

Grades will be assigned on a “plus-minus letter grade” system, in which:

- ‘A+’ is worth 4.33 points
- ‘A’ is worth 4.00 points
- ‘A-’ is worth 3.66 points
- ‘B+’ is worth 3.33 points
- ‘B’ is worth 3.00 points
- ‘B-’ is worth 2.66 points etc.

Points earned are multiplied by weight of the homework/exam to calculate final course grade.
Office of Disability Accommodation

The Department of Speech and Hearing Sciences cooperates with the Office of Disability Accommodation (ODA) to make reasonable accommodations for qualified students with disabilities (cf. Americans with Disabilities Act and Section 504, Rehabilitation Act). We encourage all students with disabilities to register with the ODA. If you experience any problems in arranging reasonable accommodation with the ODA, please contact the departmental chair or the ODA directly.

“The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.”

Academic Integrity:
Academic integrity is expected of all students at all times. In accordance with UNT policy, breeches of academic integrity (including cheating, plagiarism, collusion, and falsification of academic records or the attempt to do these) that is supported by clear evidence may result in any of the following: a failed grade for the assignment; requirement of an additional assignment, failing of the entire course.

Closely Approximated Chronology of the Course

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Readings to integrate</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan 17</td>
<td>Neuroanatomy/physiology and neuropathology (Quiz)</td>
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<td>Jan 19</td>
<td>Decision-making in service delivery along the medical continuum of care (Lecture material “01-series”)</td>
<td>Murray and Clark, Ch 12</td>
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<td>Week 2</td>
<td>Jan 24</td>
<td>Neurologic assessment, neuropathology and localization of function; applicable to focal pathology associated with APH and RHD; includes visual system (Lecture material “02-series”); planning of on-demand study-help sessions</td>
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<td>Jan 26</td>
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<td>Jan 31</td>
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<tr>
<td>Week 3</td>
<td>Feb 2</td>
<td>Principles of assessment of neurogenic communication disorders in adults; World Health Organization model and Quality of Life</td>
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<td>Feb 9</td>
<td>General principles of treatment and the context(s) in which treatment occurs (reprise of medical continuum of care)</td>
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<td>Week 4</td>
<td>Feb 14</td>
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<td>Feb 16</td>
<td>Aphasia: Clinicopathologic method, typology, and principles of assessment and intervention</td>
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<td>Neurological syndrome thumbnail due Feb 13</td>
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<td>Examination 1 distributed by February 14</td>
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<td>Week 5</td>
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<td>Feb 21</td>
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<td>Feb 23</td>
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<td>Week 6</td>
<td>Feb 28</td>
<td>Right hemisphere disorder: Clinicopathologic method, typology, and principles of assessment and intervention</td>
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<td>Mar 2</td>
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| Week 8 | Mar 7 | **Right hemisphere disorder:** Clinicopathologic method, typology, and principles of assessment and intervention (cont.) | Brookshire, Ch 10  
Examination 2 distributed by March 10  
RHD video homework due March 10 |
| Week 8 | Mar 9 |  |
| Week 9 | Mar 14 |  |
| Week 9 | Mar 16 | **SPRING BREAK** |
| Week 10 | Mar 21 | **Dementia:** Clinicopathologic method, typology, and principles of assessment and intervention | Brookshire, Ch 12  
ICF-Dementia (Hopper)  
Dementia video homework due March 24 |
| Week 10 | Mar 23 |  |
| Week 11 | Mar 28 | **Traumatic brain injury:** Clinicopathologic method, typology, and principles of assessment and intervention | Brookshire, Ch 11  
Brookshire, Ch 4  
ICF-TBI (Larkins)  
TBI video homework due April 5 |
| Week 11 | Mar 30 |  |
| Week 12 | Apr 4 | Small-group presentations of **aphasia** intervention (x6) | Brookshire, Ch 9 (scan for reference only)  
(Student-led)  
Examination 3 distributed by April 11 |
| Week 12 | Apr 6 |  |
| Week 13 | Apr 11 |  |
| Week 13 | Apr 13 |  |
| Week 14 | Apr 18 | Small-group presentations of **right hemisphere disorder** intervention (x3) | Brookshire, Ch 10 (scan for reference only)  
(Student-led) |
| Week 14 | Apr 20 | Small-group presentations of **dementia** intervention (x3) | Brookshire, Ch 12 (scan for reference only)  
(Student-led) |
| Week 15 | Apr 25 |  |
| Week 15 | Apr 27 | Small-group presentations of **traumatic brain injury** intervention (x 4) | Brookshire, Ch 4 & 11 (scan for reference only)  
(Student-led) |
| Week 16 | May 2 |  |
| Week 16 | May 4 | **Final overview and wrap-up** | Examination 3 due May 11, 10:30 (day of “final”) |
Additional resources on cognition and cognitive communicative disorders

*Cognitive Rehabilitation: A Comprehensive Neuropsychological Approach* by McKay Moore Sohlberg and Catherine Mateer (Guilford Press)

Margaret Matlin’s text, *Cognition*

*Cognitive Communication Disorders*, now 2nd ed. (2016) edited by Kimbarow

*Cognitive Rehabilitation Manual: Translating Evidence-Based Recommendations into Practice* by the American Congress of Rehabilitation Medicine (ACRM): [Cognitive Rehabilitation Manual](#).

Bibliography of resources on the topic of basic neuroanatomy and neurophysiology


‘*’ indicates text used by undergraduates in the UG neural bases course (SPHS 4050)