CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY
STANDARD COURSE OUTLINE

General Information

Course Number: SLP 665
Title: Seminar in Aphasia and Related Neurogenic Language Disorders
Units: 3
Semester(s) offered: Fall 2020
Section/Class Number   01/6911
Location: On Line
Meeting Time: Thursdays, 9:30AM to 12:15PM

Prerequisites: Admission to Speech-Language Pathology graduate program
Course Classification: Graduate level
Letter Grade Only   A-F
Modality: Alternate Modality of Instruction
Responsible faculty: Margaret Vento-Wilson, Ph.D., CCC-SLP
SCO Prepared by: Margaret Vento-Wilson, Ph.D., CCC-SLP
Date prepared/revised: August 23, 2020

Instructor: Margaret Vento-Wilson, Ph.D., CCC-SLP
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Office Hours: Thursdays, 12:30 to 1:30PM, or by appointment

I. Catalog Description

This course provides the knowledge base for the screening, assessment, diagnosis, and treatment of aphasia and related neurogenic disorders. This course covers the etiology and neuropathological variables associated with neurogenic language disorders and methods of assessment and rehabilitation of aphasia and related neurogenic communication disorders.

II. Measurable Student Learning Outcomes (SLO), Evaluation Instruments, and Instructional Strategies for Skill Development

SLP 665 is a graduate-level course designed to provide the requisite knowledge for identifying, evaluating, and treating aphasia and related neurogenic language disorders.

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

A. Identify the etiology and neuropathological variables associated with aphasia and related neurogenic language disorders

B. Explain the linguistic, underlying anatomical and physiological, psychological, and cultural characteristics of aphasia and related neurogenic language disorders.

C. Describe aphasia classification systems and the principles and methods of identification of aphasia and related neurogenic language disorders

D. Explain and discuss both standardized and non-standardized assessment procedures and protocols for individuals with aphasia and related neurogenic language disorders.

E. Explain and discuss treatment approaches and procedures in rehabilitation and management for individuals with aphasia and related neurogenic language disorders.

F. Discuss historical and recent trends and contemporary issues in rehabilitation and management of aphasia and related neurogenic communication disorders.

G. Generate collaborative, client/patient-centered intervention plans and understand how to work on interdisciplinary/ interprofessional teams

H. Discuss the benefits and limitations of using telepractice in management of aphasia and related neurogenic communication disorders

I. Discuss how cultural and linguistic variables may influence the clinical decision-making processes in rehabilitation and management for aphasia and related neurogenic communication disorders.

J. Access and evaluate information sources and research evidence to support decisions on assessment and intervention of aphasia and related neurogenic language disorders

III. Speech-Language Pathology Competencies and Standards

Satisfactory completion of SLP 665 is intended to assist students in meeting the following knowledge and skill sections of the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective January 1st, 2020. Upon completion, students will meet all of the following standards for ASHA certification as a speech-language pathologist, California licensing requirements for speech-language pathologist, and the requirements of California Commission on Teaching Credentialing for Speech-Language Pathology Services Credential.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences.

Standard IV-D: The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

The ASHA CAA Competencies: The CAA operates within a set of core values that are used to guide decisions to ensure excellence in graduate education. Because the CAA has been entrusted to act on behalf of the professions of audiology and speech-language pathology, the Council's actions and decisions must be credible and trustworthy. Members of the CAA, in conducting the business of accreditation of academic programs, act with:

a. Honesty and integrity,
b. Accountability,
c. Fairness and validity,
d. Clarity and consistency,
e. Recognition of the role of creativity and innovation in meeting the established accreditation standards.

CAA Standard 3.0B Curriculum in Speech-Language Pathology

	Quizzes	Writing Assignments	Case Studies	Oral Presentation	Group Projects	In-Class Discussion
3.1.1B Professional Practice Competencies						
<u>Accountability</u> • Understand the various models of delivery of speech-language services	x	x	x		x	x
<u>Effective Communication Skills</u> • Use all forms of expressive communication	x	x	x	x	x	x
<u>Clinical Reasoning</u> • Use valid scientific and clinical evidence in decision-making regarding assessment and intervention		x	x		x	x
<u>Evidence-Based Practice</u> • Critically evaluate information sources and applies that information to appropriate populations • Integrate evidence in provision of SLP services	x		x	x	x	x
<u>Cultural Competence</u> • Understand the impact of the cultural and linguistic variables of the individuals served on delivery of care.	x	x	x	x	x	x
<u>Professional Duty</u> • Understand the roles and importance of interdisciplinary/interprofessional			x		x	x

	Quizzes	Writing Assignments	Case Studies	Oral Presentation	Group Projects	In-Class Discussion
assessment and intervention						
3.1.2B Foundations of Speech-Language Pathology Practice	x	x	x		x	x
3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences	x	x	x		x	x
3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences	x		x		x	x
3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms	x		x	x	x	x
3.1.6B General Knowledge and Skills Applicable to Professional Practice		x				
• Engagement in contemporary professional issues and advocacy			x		x	x

For detailed information, please visit
- ASHA 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology: https://www.asha.org/Certification/2020-SLP-Certification-Standards/#4
- CAA 2017 Standards for Accreditation: https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf
- California Commission on Teacher Credentialing: https://www.ctc.ca.gov

IV. Course Modality

This course will be presented in the following modalities:

1. Alternate Modality of Instruction: Electronic-based interaction, such as lecture, discussion, demonstration, and exchange of materials as the primary method of communication.
2. I will communicate with you via electronic-based lectures and office hours, and via email. It is expected that students will communicate with each as needed and as appropriate to the task.
3. Students are expected to turn in assignments as indicated in the weekly schedule. These assignments will be graded as stated in the rubric.
4. Assignments turned in through online methods will be monitored for timeliness and assignment compliance.
5. Students are expected to demonstrate respect for themselves, their student peers, the instructor, and the department personnel in all their on-line activity. Violations will be reported to the Speech-Language Pathology department chair.
6. Students are expected to be able to navigate a word processing program, the Beachboard portal, and the library database for research. Technical support for Beachboard can be reached at 562/985-4959 or at *helpdesk@csulb.edu*. Technical support for library research can be reached at 562/985-4672.
7. In the event of technical breakdowns, students may turn in assignments via an alternate portal, such as email, or by providing a paper copy of the assignment to the department on a due date agreed upon by the professor and the class.
8. Unless otherwise specified in the weekly calendar, class meetings will take place via alternate modality of instruction.
9. Academic honesty will be enforced strictly. Any violation from defined honest practices will be dealt with according to University policies.

V. Methods of Instruction

Lecture: Lecture is used to present basic information about the topic, the basic concepts, principles, facts, or theories and elaboration of these.

Discussions: Discussions are encouraged through the probing of questions and answers between teacher and students to enable critical thinking relative to cognitive, affective, and psychomotor domains.

Multi-media presentations: Lectures are presented through overheads or power point presentations using the computer laptop and LCD. Course handouts, illustrations, course packet materials and study guides, and videos illustrating topics on health education and the profession.

Small group discussions: Small group discussions are encouraged in the form of exercises that utilize critical thinking and analysis, synthesis, or evaluation of facts, situations, or cases. In some cases, the students will break up into small groups and present as resident "experts" on the topic.

Group activities: Small group activities include exercises that encourage students to apply theory to practice as well as develop analytical, problem solving and decision-making skills that influence their thinking, attitudes, and behaviors.

Student group presentations: Students may be required to develop a presentation on a topic related to the field of speech language pathology.

VI. Extent and Nature of Technology Use

a. Lectures utilize PowerPoint: Wireless internet access in all classrooms for use D2L and other internet resources are required for small group projects; online library searches for journal resources for additional course related assignments and presentations; and word processing to complete their papers.
b. Course Compliance: All course curriculums will be designed to be compliant with ADA requirements.
c. The course is a large lecture format; however, class discussion on clinical cases and treatment videos will be utilized to enhance active learning in this classroom environment. Video presentation may be used since speech-language pathology is a profession of acquiring and *applying scientific* and practical knowledge, which requires both content knowledge and clinical experience and judgment. Assessment and treatment videos may be used to provide students an idea of actual clinical work and an opportunity of connecting theory and knowledge to clinical practice. Students will also be required to access Beachboard to obtain supplemental materials for the class and to discuss important and relevant issues outside of the classroom to facilitate learning. In addition, PowerPoint may be used along with traditional lecture to augment learning outcomes.
d. Students are expected to use a word processing program for written assignments, unless otherwise specified.

Specific Technology Requirements and Skills for this Course

AMI instruction requires students to have access to the following minimum hardware and software. (Information about supported web browsers will be provided in your student orientation.)
- Windows users: Windows 10, Windows 8, Windows 7.
- Mac users: Mac OS 10.10, Mac OS 10.9, Mac OS 10.8.
Students will need speakers and a headset, plus headphones and a microphone.

VII. Text(s) and Other Required Materials

Required:
Helm-Estabrooks, N., Albert, M., & Nicholas, M. (2013). *Manual of Aphasia and Aphasia Therapy*. (3rd ed.). Austin, TX: Pro-Ed.

Papathanasiou, I & Coppens, P. (2016). *Aphasia and related neurogenic communication disorders*. (2nd ed.). Burlington, MA: Jones & Bartlett.

See list of scholarly journal articles on the library for additional reading.
Course password: SLP665.

Recommended:
American Psychological Association. (2019). *Publication Manual of the American Psychological Association,* 7th ed. Washington, DC: American Psychological Association.

Shipley, K. g., & McAfee, J. G. (2016). *Assessment in speech-language pathology: A resource manual* (5th or 6th Ed.). Boston, MA: Cengage Learning.

Strunk, W. & White, E.B. (1999). *Elements of Style* (4th Edition). Pearson Education.

Note: It is expected that students will read the required readings PRIOR to class. This will provide a foundation of knowledge, which will allow students to better understand the lecture and ask relevant questions.

Recommended Links:

ASHA Practice Portal: Aphasia:
https://www.asha.org/Practice-Portal/Clinical-Topics/Aphasia/

ASHA Evidence Maps: Aphasia:
https://www.asha.org/EvidenceMapLanding.aspx?id=8589936279&recentarticles=false&year=undefined&tab=all

Rehabilitation Engineering Research Center: https://rerc-aac.psu.edu/

Bibliography: Articles

1. Cohen-Schndeider, R., Chan, M. T., McCall, D. M., Tedesco, A. M., & Abramson, A. P. (2020). Spotlight on the clinician in the life participation approach to aphasia: Balancing relationship-centered care and professionalism. *Perspectives of the ASHA Special Interest Groups, 5,* 414-424.

2. Dede, G. (2013). Reading and listening in people with aphasia: Effects of syntactic complexity. *American Journal of Speech-Language Pathology, 22*(4), 579-590.

3. Edmonds, L. A., Mammino, K., & Ojeda, J. (2014). Effect of verb network strengthening treatment (VNeST) in persons with aphasia. Extension and replication of previous findings. *American Journal of Speech-Language Pathology, 23*(2), S312-S329.

4. Elman, R. J. (2010). The increasing popularity of aphasia groups: Some reasons why. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders, 20*(4), 120-124.

5. Ferré, P., & Joanette, Y. (2016). Communication abilities following right hemisphere disorder: Prevalence, evaluation, and profiles. *Perspectives of the ASHA Special Interest Groups SIG 2 Vol. 1*(Part 2), 106-115.

6. Hall, N., Boisvert, M., & Steele, R. (2013). Telepractice in the assessment and treatment of individuals with aphasia: A systematic review. *International Journal of Telerehabilitation, 5*(1), 27-38.

7. Harris, J. M., et al. (2013). Classification and pathology of primary progressive aphasia. *Neurology, 81*(21), 1832-1839.

8. Hung, P., & Ostergren, J. A. (2019). A comparison of drawing and writing on facilitating word retrieval in individuals with aphasia. *Journal of Aphasiology, 33*(12), 1462-1481.

9. Lee, J. B., & Cherney, L. R. (2008). The changing "face" of aphasia therapy. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders, 18*(1), 15-23.

10. Lorenzen, B., & Murray, L. L. (2008). Bilingual aphasia: A theoretical and clinical review. *American Journal of Speech-Language Pathology, 17,* 299-317.

11. McKelvey, M. L., Hux, K., Dietz, Beukelman, D. R. (2010). Impact of personal relevance and contextualization on word-picture naming by people with aphasia. *American Journal of Speech-Language Pathology, 19*(1), 22-33.

12. Murray, L. (2017). Focusing attention on executive functioning in aphasia. *Aphasiology, 31*(7), 721-724.

13. Peach, R. K., Beck, K. M., Gorman, M., & Fisher, C. (2019). Clinical outcomes following language-specific attention treatment versus direct attention training for aphasia: A comparative effectiveness study. *American Journal of Speech, Language, and Hearing Research, 62,* 2785-2811.

14. Purdy, M., & Wallace, S. (2016). Intensive multimodal communication treatment for people with chronic aphasia. *Aphasiology, 30*(10), 1091-1093.

15. Raymer et al. (2008). Translational research in aphasia: From neuroscience to neurorehabilitation. *Journal of Speech, Language, and Hearing Research, 51,* S259-S275.

16. Richardson, J. D., Hudspeth Dalton, S. g., Shafer, J., & Patterson, J. (2016). Assessment fidelity in aphasia research. *American Journal of Speech-Language Pathology, 25,* S788-S-797.

17. Riquelme, L. F. (2006). Working with limited-English-speaking adults with neurological impairment. *Perspectives on Gerontology, 11*(2), 3-8.

18. Treats, T. T. (2009). Severe aphasia: Possible contributors of using the ICF in assessment. *Perspectives on Neurophysiology and Neurogenic Speech-Language Disorders, 19*(1), 7-14.

19. Saldert, C., Bergman, M., Hofstensson, J., Jonsson, S. Nygren, K., Vennman, F., and Ferm, U. (2012). Combining methods in the assessment and analysis of communication in aphasia: Benefits and shortcomings of different approaches. *Journal of Interactional Research in Communication Disorders, 3*(2), 141-169.

20. Stowe, L. A., Haverkort, M., & Zwarts, F. (2005). Rethinking the neurological basis of language. *Lingua, 115,* 997-1042.

21. Szaflarski, et al. (2008). Constraint-induced aphasia therapy stimulates language recovery in patients with chronic aphasia after ischemic stroke. *Medical Science Monitor, 1*(5), 243-250.

22. Thompson, C. K. (2019). Neurocognitive recovery of sentence processing in aphasia. *Journal of Speech, Language, and Hearing Research, 62,* 3947-3972.

23. Treats, T. T. (2009). Severe aphasia: Possible contributors of using the ICF in assessment. *Perspectives on Neurophysiology and Neurogenic Speech-Language Disorders, 19*(1), 7-14.

24. Wilcox, M. J., & Davis, G. A. (2005). Speech act analysis of aphasic communication in individual and group settings. *Aphasiology, 19*(7), 683-690.

25. Wilson, S. M., Eriksson, D. K., Yen, M., Demarco, A. T., Schneck, S. M., & Lucanie, J. M. (2019). Language mapping in aphasia. *Journal of Speech, Language, and Hearing Research, 62, 3937-3946.*

26. Worrell, L., Sherratt, S., Rogers, P., Howe, T., Hersch, D., Ferguson, A., & Davidson, B. (2011). What people with aphasia want: Their goals according to the ICF. *Aphasiology, 25*(3), 309-322.

Textbook Chapters:

1. Damasio, H. (2008). Neural basis of language disorders. In R. Chapey (Ed.), *Language intervention strategies in aphasia and related neurogenic communication disorders.* Baltimore, MD: Wolters Kluwer Health.

VIII. Topics to be covered

Week #	Date	Broad Overview
1.	08/27/2020	Review Neurological Foundation of Language Processing
2.	09/03/2020	Neural Basis of Aphasia and Medical Aspects of Stroke Rehabilitation
3.	09/10/2020	Characteristics of Aphasia and Diagnosis and Classification of Aphasia
4.	09/17/2020	Plasticity and Recovery in Aphasia and Formal Assessment of Aphasia
5.	09/24/2020	Informal Assessment of Aphasia
6.	10/01/2020	Introduction of Aphasia Therapy and Therapy for Improving Auditory Comprehension
7.	10/08/2020	Treatment of Aphasic Anomia and Therapy for Improving Verbal Expression
8.	10/15/2020	Therapy for Improving Sentence Processing in Aphasia
9.	10/22/2020	Therapy for Acquired Alexia and Agraphia
10.	10/29/2020	Therapy for Improving Nonverbal Expression and Group Therapy and Promoting Aphasic Communication Effectiveness (PACE)
11.	11/05/2020	Living with Aphasia and Life Participation Approach to Aphasia and Telepractice and Aphasia Treatment
12.	11/12/2020	Assessment and Treatment Considerations in Bilingual Individuals with Aphasia
13.	11/19/2020	Person-Centered Treatment in Aphasia
14.	*11/24/2020*	*Thanksgiving Break*
15.	12/03/2020	Management of Other Related Neurogenic Language Disorders
16.	12/10/2020	Management of Other Related Neurogenic Language Disorders
17.	12/18/2020	The Road Ahead

IX. Course Requirements

The Instructor reserves the right to adjust a curve distribution for grade assignment, in order to most accurately reflect student performance, consistent with the University's definitions for graduate grade assignment, as discussed in University Course Catalog, under General Regulations and Procedures: Grades and Grading Procedures.
Note: Failure to complete any one of the below course requirements will result in a failing grade for this course.
Assessment Description:

Assignment	Description
Bi-Weekly Writing Assignment	Students will respond to a prompt related to each week's readings in a 250-word essay (15 total essays).
Bi-Weekly Quiz	Students will take a timed quiz based on the questions at the end of each chapter and professor slides. The questions will include true/false, definitions, short answer, multiple choice, and matching.
Podcast Review	Student groups (max 3 students) will review a podcast (min 20 minutes), movie, or book that focuses on aphasia or neurogenic disorders. The review will be detailed in a class presentation (15 to 20 minutes) and the group will lead a discussion of the content and how it links to concepts taught in the course.
Group Assessment Case Study Project	Student groups (max 3 students) will analyze and present an assessment protocol and accompanying rationales for a person with aphasia (PwA). The profile of the PwA will be identified in Simucase by the students in the group and the professor. The protocol will be detailed in a paper not to exceed 8 pages. Students will present a brief summary of their protocol and lead a discussion of the protocol in class meeting.
Annotated Bibliography I	Each student in the group will turn in an annotated bibliography for articles cited in the Group Assessment/Case Study Project. Each student is responsible for six unique articles, two of which can be from the assigned readings.
Group Intervention Case Study Project	Student groups (max 3 students) will generate and present an intervention protocol and accompanying rationales for a person with aphasia (PwA). The protocol will be detailed in a paper not to exceed 10 pages. The profile of the PwA will be the same as that for the assessment project. Students will present a brief summary of their protocol and lead a discussion of the protocol in class meeting.
Annotated Bibliography II	Each student in the group will turn in an annotated bibliography for articles cited in the Group Intervention/Case Study Project. Each student is responsible for six unique articles, two of which can be from the assigned readings.

Links Between SLOs and Assignments:

→ Assignments ↓ Student Learning Outcomes	Bi-Weekly Writing Assignment	Bi-Weekly Quiz	Podcast Review	Group Assessment Case Study Project	Group Intervention Case Study Project	Annotated Bibs
A. Identify the etiology and neuropathological variables associated with aphasia and related neurogenic language disorders	✓	✓		✓	✓	✓
B. Explain the linguistic, underlying anatomical and physiological, psychological, and cultural characteristics of aphasia and related neurogenic language disorders.	✓	✓	✓	✓	✓	✓
C. Describe aphasia classification systems and the principles and methods of identification of aphasia and related neurogenic language disorders	✓	✓	✓	✓	✓	✓
D. Explain and discuss both standardized and non-standardized assessment procedures and protocols for individuals with aphasia and related neurogenic language disorders. .	✓	✓		✓		✓
E. Explain and discuss treatment approaches and procedures in rehabilitation and management for individuals with aphasia and related neurogenic language disorders.	✓	✓	✓	✓	✓	✓
F. Discuss historical and recent trends and contemporary issues in rehabilitation and management of aphasia and related neurogenic communication disorders.	✓	✓	✓		✓	✓
G. Generate collaborative, client/patient-centered intervention plans and understand how to work on interdisciplinary/ interprofessional teams					✓	✓
H. Discuss the benefits and limitations of using telepractice in management of aphasia and related neurogenic communication disorders	✓	✓	✓			

→ Assignments ↓ Student Learning Outcomes	Bi-Weekly Writing Assignment	Bi-Weekly Quiz	Podcast Review	Group Assessment Case Study Project	Group Intervention Case Study Project	Annotated Bibs
I. Discuss how cultural and linguistic variables may influence the clinical decision-making processes in rehabilitation and management for aphasia and related neurogenic communication disorders.	✓	✓	✓	✓	✓	✓
J. Access and evaluate information sources and research evidence to support decisions on assessment and intervention of aphasia and related neurogenic language disorders	✓		✓	✓		✓

X. Methods of Evaluating for Grading

1. Bi-Weekly Writing Assignment
2. Bi-Weekly Quiz
3. Podcast Review
4. Group Assessment/Case Study Project
5. Group Intervention/Case Study Project
6. Annotated Bibliographies

Course Assessments

*Assessment Description	Points	Percentage of Course Grade
Bi-Weekly Writing Assignment	85	21.25%
Bi-Weekly Quiz	85	21.25%
Podcast Review	30	7.5%
Group Assessment/Case Study Project	50	12.5%
Annotated Bibliography I	50	12.5%
Group Intervention/Case Study Project	50	12.5%
Annotated Bibliography II	50	12.5%
Total	**400**	**100%**

*Rubrics will be available on beachboard.

Course grades will be issued based on the following criteria:

90-100% "A" - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

80-89.99% "B" - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

70-79% "C" - Performance of the student has been at an adequate level, meeting the basic requirements of the course.

60-69% "D" - Performance of the student has been less than adequate, meeting only the minimum course requirements.

Below 60% "F" - Performance of the student has been such that minimal course requirements have not been met.

XI. Course Policies

A. Statement of Non-discrimination
California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to

discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, http://www.csulb.edu/depts/oed/.

B. Statement of Accessibility

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs. Students who need special consideration for class schedules due to military obligations must notify the instructor at least one week in advance. Students who need special consideration for established religious observances should be notify the instructor during the first week of instruction.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC). BMAC offers a variety of support services such as retention services, case management, disability management, writing assistance and tutoring. You can make an appointment via the front desk at BMAC located at the **Student Success Center, #110**, or by phone at, **562-985-5401** or via our new e-mail address **BMAC@csulb.edu**. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Please ask the instructor if you have any questions.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

C. Cheating and Plagiarism

http://catalog.csulb.edu/content.php?catoid=3&navoid=147&hl=Cheating+and+Plagiarism+&returnto=search#cheating-and-plagiarism)

Definition of Plagiarism: Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for

ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating: Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarisms as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action Options: One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee:

A. Review – no action.
B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
C. A requirement that the work be repeated;
D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
E. Assignment of a failing final grade;
F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion."

D. Attendance Policy
http://catalog.csulb.edu/content.php?catoid=3&navoid=147#class-attendance

It is highly recommended that students attend all classes to gain the maximum benefit. There are weekly in-class assignments that will help students prepare for the mid-term and final. If an absence is defined as excused per PS 01-01, students are allowed to make-up missed work. Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student.
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

E. Withdrawal Policy
Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802. (http://catalog.csulb.edu/content.php?catoid=3&navoid=147#cancellation-of-registration-or-withdrawal-from-csulb)

1. Withdrawal during the first two weeks of instruction: Students may withdraw during this period and the course will not appear on their permanent records.
2. Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction: Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and school director are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.
3. Withdrawal during the final three weeks of instruction: Withdrawal during the final three weeks of instruction is not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, school director (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

4. Limits on Withdrawal: No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:
    a. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
    b. Withdrawals in terms prior to fall 2009 at CSULB,
    c. Withdrawals at institutions other than CSULB, and
    d. Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).
5. Medical Withdrawal: CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:
    a. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
    b. The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

F. Campus Behavior

1. CSULB Statement on Civility and acts of Violence: California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies (CSULB Catalog, AY 2015-2016, p. 855).
2. Preferred Gender Pronoun: This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change you name for BeachBoard and MyCSULB without a legal name change, to submit a request go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.
3. Classroom Expectations: All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

4. Unprofessional and Disruptive Behavior: It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken. ***This includes a commitment to maintain established classroom policies against voice and/or video recordings (including photos) unless permitted for ADA accommodations as noted above.***

G. Electronic Media

1. Any time that a class session is recorded during the COVID-19-related Alternate Modality of Instruction, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:
   - Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
   - Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
   - Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
   - If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a non-secure digital platform

   Zoom Netiquette
   Students **may not record (audio or video)** in this class except in accordance with ADA accommodations approved by the Bob Murphy Access Center (BMAC), which need to be submitted in writing to the instructor according the BMAC guidelines. Any recordings made in connection with a disability accommodation are for the student's <u>personal academic use</u> **only** and may not be distributed in any manner to any other individual.

   The section below refers to etiquette with technology while using Zoom. A few things to keep in mind are:

   - Dress appropriately as if you were sitting in a face-to-face class.
   - While not required, it is strongly suggested you keep your video on to maintain the strong interpersonal quality of a traditional face-to-face course. If there are personal circumstances preventing you from keeping your video on, please reach out to me directly to discuss alternative ways of maintaining active classroom engagement.

- Think about your background – remove items that may be distracting to others, including distracting virtual backgrounds. I suggest sitting in front of a blank wall if you can.
- Speak to the camera and not the screen.
- Raise your hand to speak and don't interrupt others while speaking.
- Keep microphone muted when you are not speaking—this will prevent inadvertent noises, such as coughs, rattling papers, or chair squeaks, from interrupting others
- Make use of Zoom's chat function.
- Use your full name to identify yourself in Zoom.
- Close any windows or programs open on your device that are unrelated to your meeting.

For further information, please see "Zoom Meetings Best Practices" from California State University, Long Beach at https://www.csulb.edu/academic-technology-services/instructional-design/zoom-meetings-best-practices

Professor Expectations
Lectures and all course materials are considered the intellectual property of the professor and may not be used or posted without the express permission of the professor. Further, students must obtain explicit permission of the professor to record a lecture.

If you require additional assistance or need to speak with me outside of class times, my times for my office hours and office location are listed above. Come to my office prepared, with a list of specific questions.

I am happy to answer questions via e-mail; however, please stay abreast of the readings and course content and plan so that you can contact me with sufficient time to respond. I typically respond to e-mails within 48 hours.

Letter of recommendation requirements: Students requesting letters of recommendation must have taken at least two courses with me and have received an "A" grade in both classes.

Course Outline/Reading Schedule:
The following course schedule is tentative. The instructor reserves the right to change/modify it at anytime.
It is expected that the readings listed below will be completed <u>prior</u> to class sessions. I do not simply review what is in the readings. Our class time will be spent highlighting important or difficult concepts, answering your questions about the readings, and extending the content of the readings through videos, demonstrations, etc. IT IS THE STUDENT'S RESPONSBILITY TO READ AND UNDERSTAND WHAT IS CONTAINED IN THE READINGS. This is why readings are assigned.

Readings to be completed prior to class meetings	Assignments Due
Week 1: Aug 27 Review Neurological Foundation of Language Processing	

1. Textbook Chapters:
   a. Papathanasiou & Coppens (P & C) Chapter 3: p. 37-47
2. Article/s:
   a. Lee, J. B., & Cherney, L. R. (2008). The changing "face" of aphasia therapy. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders, 18*(1), 15-23.
   b. Stowe, L. A., Haverkort, M., & Zwarts, F. (2005). Rethinking the neurological basis of language. *Lingua, 115,* 997-1042.
3. Video Assignment: TED Talk <u>(Viewed in class)</u>
   a. Aphasia: The Disorder That Makes You Lose Your Words.
	Week 1 Writing Assignment due via Dropbox

Week 2: Sept 3 Neural Basis of Aphasia and Medical Aspects of Stroke Rehabilitation	

1. Textbook Chapters:
   a. P & C Chapter 3: p. 47-60
   b. Damasio, H. (2008). Neural basis of language disorders. In R. Chapey (Ed.), *Language intervention strategies in aphasia and related neurogenic communication disorders.* Baltimore, MD: Wolters Kluwer Health.
2. Video Assignment: Khan Academy <u>(Viewed in class)</u>
   a. Language and the Brain: Aphasia and Split-Brain Patients.
	Week 2 Quiz
	
	Podcast/Movie/Book Chapter Review 1

Week 3: Sept 10 Characteristics of Aphasia and Diagnosis and	

Readings to be completed prior to class meetings	Assignments Due
Classification of Aphasia	

1. Textbook Chapters:
  a. Helms-Estabrook, Albert, & Nichols (H, A, & N) Chapter 3
2. Article/s:
  a. Richardson, J. D., Hudspeth Dalton, S. g., Shafer, J., & Patterson, J. (2016). Assessment fidelity in aphasia research. *American Journal of Speech-Language Pathology, 25,* S788-S-797.
  b. Wilson, S. M., Eriksson, D. K., Yen, M., Demarco, A. T., Schneck, S. M., & Lucanie, J. M. (2019). Language mapping in aphasia. *Journal of Speech, Language, and Hearing Research, 62, 3937-3946.*
	Week 3 Writing Assignment due via Dropbox
	
	Podcast/Movie/Book Chapter Review 2

Week 4: Sept 17 Plasticity and Recovery in Aphasia and Formal Assessment of Aphasia	

1. Textbook Chapters:
  a. P & C Chapter 4
  b. P & C Chapter 5: p. 81-91
2. Article/s:
  a. Raymer et al. (2008). Translational research in aphasia: From neuroscience to neurorehabilitation. *Journal of Speech, Language, and Hearing Research, 51,* S259-S275.
	Week 4 Quiz
	
	Podcast/Movie/Book Chapter Review 3

Week 5: Sept 24 Informal Assessment of Aphasia	

1. Textbook Chapters:
  a. P & C Chapter 5: p. 91-103
  b. P & C Chapter 7
2. Article/s:
  a. Treats, T. T. (2009). Severe aphasia: Possible contributors of using the ICF in assessment. *Perspectives on Neurophysiology and Neurogenic Speech-Language Disorders, 19*(1), 7-14.
	Week 5 Writing Assignment due via Dropbox
	
	Podcast/Movie/Book Chapter Review 4

Week 6: Oct 1 Introduction of Aphasia Therapy and	

Readings to be completed prior to class meetings	Assignments Due
Therapy for Improving Auditory Comprehension	
1. Textbook Chapters: a. P & C Chapter 6 b. P & C Chapter 8 2. Article/s: a. Saldert, C., Bergman, M., Hofstensson, J., Jonsson, S. Nygren, K., Vennman, F., and Ferm, U. (2012). Combining methods in the assessment and analysis of communication in aphasia: Benefits and shortcomings of different approaches. *Journal of Interactional Research in Communication Disorders, 3*(2), 141-169.	*Week 6 Quiz* *Podcast/Movie/Book Chapter Review 5*
Week 7: Oct 8 Treatment of Aphasic Anomia and Therapy for Improving Verbal Expression	
1. Textbook Chapters: a. P & C Chapter 9 2. Article/s: a. Szaflarski, et al. (2008). Constraint-induced aphasia therapy stimulates language recovery in patients with chronic aphasia after ischemic stroke. *Medical Science Monitor, 1*(5), 243-250. b. Hung, P., & Ostergren, J. A. (2019). A comparison of drawing and writing on facilitating word retrieval in individuals with aphasia. *Journal of Aphasiology, 33*(12), 1462-1481.	*Week 7 Writing Assignment due via Dropbox* *Podcast/Movie/Book Chapter Review 6* *Annotated Bibliography I due via dropbox*
Week 8: Oct 15 Therapy for Improving Sentence Processing in Aphasia	
1. Textbook Chapters: a. P & C Chapter 12 b. H, A & N Chapter 20 2. Article/s: a. Edmonds, L. A., Mammino, K., & Ojeda, J. (2014). Effect of verb network strengthening treatment (VNeST) in persons with aphasia. Extension and replication of previous findings. *American Journal of Speech-Language*	*Week 8 Quiz* *Podcast/Movie/Book Chapter Review 7*

Readings to be completed prior to class meetings	Assignments Due
Pathology, 23(2), S312-S329.	
Week 9: Oct 22 Therapy for Acquired Alexia and Agraphia	

1. Textbook Chapters:
  a. P & C Chapter 10
  b. P & C Chapter 11
2. Article/s:
  a. Wilcox, M. J., & Davis, G. A. (2005). Speech act analysis of aphasic communication in individual and group settings. *Aphasiology, 19*(7), 683-690.
	Group Assessment/Case Study Due
	
	Group Assessment/Case Study Discussions

Week 10: Oct 29 Therapy for Improving Nonverbal Expression and Group Therapy and Promoting Aphasic Communication Effectiveness (PACE)	

1. Textbook Chapters:
  a. P & C Chapter 13
2. Article/s:
  a. Elman, R. J. (2010). The increasing popularity of aphasia groups: Some reasons why. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders, 20*(4), 120-124.
  b. Purdy, M., & Wallace, S. (2016). Intensive multimodal communication treatment for people with chronic aphasia. *Aphasiology, 30*(10), 1091-1093.
	Week 10 Writing Assignment
	
	Group Assessment/Case Study Discussions
	
	Podcast/Movie/Book Chapter Review 8

Week 11: Nov 5 Living with Aphasia and Life Participation Approach to Aphasia and Telepractice and Aphasia Treatment	

1. Textbook Chapters:
  a. P & C Chapter 15
2. Article/s:
  a. Hall, N., Boisvert, M., & Steele, R. (2013). Telepractice in the assessment and treatment of individuals with aphasia: A systematic review. *International Journal of Telerehabilitation, 5*(1), 27-38.
	Week 11 Quiz
	
	Podcast/Movie/Book Chapter Review 9

Readings to be completed prior to class meetings	Assignments Due
b. McKelvey, M. L., Hux, K., Dietz, Beukelman, D. R. (2010). Impact of personal relevance and contextualization on word-picture naming by people with aphasia. *American Journal of Speech-Language Pathology, 19*(1), 22-33.	
Week 12: Nov 12 Assessment and Treatment Considerations in Bilingual Individuals with Aphasia	

1. Textbook Chapters:
  a. P & C Chapter 16
2. Article/s:
  a. Lorenzen, B., & Murray, L. L. (2008). Bilingual aphasia: A theoretical and clinical review. *American Journal of Speech-Language Pathology, 17,* 299-317.
  b. Riquelme, L. F. (2006). Working with limited-English-speaking adults with neurological impairment. *Perspectives on Gerontology, 11*(2), 3-8.
	Week 12 Writing Assignment due via Dropbox
	
	 Podcast/Movie/Book Chapter Review 10

Week 13: Nov 19 Person-Centered Treatment in Aphasia	

1. Article/s:
  a. Cohen-Schndeider, R., Chan, M. T., McCall, D. M., Tedesco, A. M., & Abramson, A. P. (2020). Spotlight on the clinician in the life participation approach to aphasia: Balancing relationship-centered care and professionalism. *Perspectives of the ASHA Special Interest Groups, 5,* 414-424.
  b. Thompson, C. K. (2019). Neurocognitive recovery of sentence processing in aphasia. *Journal of Speech, Language, and Hearing Research, 62,* 3947-3972.
  c. Worrell, L., Sherratt, S., Rogers, P., Howe, T., Hersch, D., Ferguson, A., & Davidson, B. (2011). What people with aphasia want: Their goals according to the ICF. *Aphasiology, 25*(3), 309-322.
	Week 13 Quiz
	
	 Podcast/Movie/Book Chapter Review 11
	
	 AB II due

Week 14: Nov 26 *Thanksgiving Break*	
Week 15: Dec 3	

Readings to be completed prior to class meetings	Assignments Due
Management of Other Related Neurogenic Language Disorders	

1. Textbook Chapters:
  a. P & C Chapter 17
  b. H, A, & N 32
2. Article/s:
  a. Ferré, P., & Joanette, Y. (2016). Communication abilities following right hemisphere disorder: Prevalence, evaluation, and profiles. *Perspectives of the ASHA Special Interest Groups SIG 2 Vol. 1*(Part 2), 106-115.
	Week 15 Writing Assignment Due
	
	Podcast/Movie/Book Chapter Review 12

Week 16: Dec 10 Management of Other Related Neurogenic Language Disorders	

1. Textbook Chapters:
  a. P & C Chapter 20
  b. H, A, & N Chapter 29
2. Article/s:
  a. Murray, L. (2017). Focusing attention on executive functioning in aphasia. *Aphasiology, 31*(7), 721-724.
	Group Intervention/Case Study Due
	
	Group Intervention/Case Study Discussions

Week 17: Dec 17 The Road Ahead	

1. Textbook Chapters:
  a. H, A & N Chapter 15
  b. H, A & N Chapter 16
2. Article/s:
  a. Dede, G. (2013). Reading and listening in people with aphasia: Effects of syntactic complexity. *American Journal of Speech-Language Pathology, 22*(4), 579-590.
	Week 17 Writing Assignment Due via Dropbox
	
	Group Assessment/Case Study Discussions