

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Communication Sciences and Disorders**

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**CSD 5120  
Aphasia and other neurogenic disorders  
3 hours**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION STANDARDS**

**Standard IV-B**

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Standard IV-C**

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

**Standard IV-D**

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

**Standard IV-E**

The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

#### 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.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

#### Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

### **COURSE DESCRIPTION**

A study of the diagnostic and therapeutic principles related to aphasia, TBI, and progressive neurological communication disorders.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Brookshire, R.H. (2015). Introduction to neurogenic communication disorders (8<sup>th</sup> ed.).  
St. Louis: Mosby.

### **COURSE OBJECTIVES**

By the end of this course, the student will:

- CO 1. Verbally and graphically provide the neurophysiology and pathophysiology underlying aphasia and other neurogenic disorders IV-C, CPL2
- CO 2. Discuss principles underlying aphasia and other neurogenic disorders IV-C, CPL2
- CO 3. Discuss current research regarding aphasia and other neurogenic disorders IV-C, CPL1.1
- CO 4. Discuss methods for assessing aphasia and other neurogenic disorders IV-C, CPL1.1
- CO 5. Discuss and demonstrate the ability to perform techniques for assessing aphasia and other neurogenic disorders IV-D, CPL1.1
- CO 6. Discuss and demonstrate ability to perform techniques for treatment of aphasia and other neurogenic disorders IV-D, CPL1.1
- CO 7. Interact with and develop a program for persons with aphasia and other neurogenic disorders IV-D DL3.1, 3.2
- CO8. Read and apply knowledge of cranial nerves to clinical practice IV-D, AL2.3
- CO9. Use Resources for treatment with persons with aphasia IV-D AL 2, 3

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (see assignment packet)**

All in- class activities are competency based and are not subject to extra time to complete. They must be

*Positively Impacting Learning Through Evidence-Based Practices*

completed during the allotted time. **NO EXCEPTIONS.**

Students will

1. Read and comprehend material and all assigned readings (CO1, 2, 3, 4, 5, 6, 7)
2. Acknowledge, read, comprehend ASHA documents (CO1, 2, 3, 4, 5, 6, 7)
3. Have knowledge of and comprehension of information covered during class lectures and/or videos/ articles (CO1, 2, 3, 4, 5, 6, 7)
4. Complete three (3) examinations, final examination, and 4 quizzes -- in-class - competency-based assignments (CO 1, 2, 3, 4, 5, 6, 7)
5. Complete Gerontology Interaction Project and write reflection paper (CO 1, 2, 3, 7)

**Course Assessment: O-DL<sub>3a</sub> Key Course Assessment:** The key course assessment as defined and agreed upon by the associated program faculty will be used to assess each candidate's performance relative to the expected proficiencies at the integration level. **(This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty).**

6. Develop Functional activities for cognitive-linguistic therapy (B-ECLT) (CO 1,2,3, 4, 5, 6, 7)
7. Complete team case study and treatment plan (CO 1,2,3, 4, 5, 6, 7)
9. Attend Simulation Lab, engage in diagnostic process and write reflection paper (CO 1, 2, 3, 7)
10. Students will complete mini cases and critical thinking vignettes, chart reviews, screens (CO 1, 2, 3, 7)

## COURSE EVALUATION

Any dispute in grades (did not add points correctly) must be addressed within a 24 hour period. After this time, no consideration will be given to test disputes. Total number of points will be multiplied by the percentage for each activity. All work must be typed and APA format followed where appropriate.

**No late assignments will be accepted. No make-up tests will be given.** Any unusual circumstances that prevent the student from taking a test on the assigned date will have to be approved by the instructor.

1. Students will follow outline provided to them of *tentative* class lectures. **As graduate students, it is your responsibility to read all assigned chapters and materials regardless if material is covered in class lectures. Students will be given worksheets and course packets to read and complete and submit when requested.** IV-C
2. Students will demonstrate knowledge of content material by examination IV-C
3. Students will complete Gerontology Interaction Project at local Nursing Facility and write a reflection paper IV-C
4. Students will complete and summarize case studies of a patient with aphasia and or other neurogenic disorders IV-D
5. Students will complete chart reviews IV-D
6. Students will develop Resource for Treatment Notebook IV-C.
7. Students will attend simulation lab IV-D

**Grading Scale** Students will have 24 hours to speak to professor about test grade discrepancy. Any period longer than 24 hours will not be honored.

- A = 94-100
- B = 93-87
- C = 86-80
- D = 79-73
- F = 72 and below

## ATTENDANCE POLICY

All students who have missed more than what the university policy indicates, will receive a failing grade. Any unusual circumstances should be discussed with the professor. If you are absent and a worksheet is provided, you will not be given any credit for completion of the worksheet (if the worksheet is competency-based). **Students will be considered absent when they come to class late after the roll has been called and when they leave class early.** Please note that any incomplete assignments are counted as '0' and will affect your final grade. Please refer to page Graduate Catalog. During summer semester, one day of class equals one week of classes.

## PROFESSIONALISM

- All students are expected to arrive to class on time. You will be considered absent if you arrive after the lecture has begun and after the roll has been taken.
- All cell phones are to be turned off during class. Students are discouraged from stepping out of class to talk on their cell phones.
- You may use your computer for taking notes only. Anyone caught surfing the web, sending emails, or visiting social medial websites will be asked to leave. The professor will take appropriate steps for disciplinary action through the department's policy committee.
- **There will be no audio taping of lectures. Those students who present proper paperwork from the student access office will be granted permission according to the law.**
- Students must wear casual/professional attire to class. All body parts must be appropriately covered.
- When writing emails to the instructor please begin your email with the following: Good morning/ afternoon. This is \_\_\_\_\_. I am writing (explain to me why you are writing). Do not write to me addressing me as "Hey you", "hey". I will not reply.
- All of your professors are to be addressed as either "Dr.", "Mrs." or "Ms." Do not call them by their last names without putting a title in front of it.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Campus Carry refer to <http://www.valdosta.edu/administration/finance-admin/police/campuscarry/>

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end

of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

#### Title IX Statement (Required)

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

**Assignments and Examinations**      **See assignment packet**

**Professionalism**

Sim Lab You will be able to get diagnostic hours for sim lab	5%
Functional Activities for Cognitive-Linguistic therapy	5%
Mini case studies, critical thinking questions (teams), chart reviews & screens	5%
Case Study & Treatment Plan ( <b>Team</b> )	10%
Gerontology Notebook	10%
Gerontology Interaction Project Reflection paper	15%
<b>Total</b>	<b>50%</b>

**Examinations**      **All examinations will be given on the assigned date. NO EXCEPTIONS**

Four quizzes ( <b>25 points each</b> )	10%
Examination I	10%
Examination II	10%
Examination III	10%
Final Examination	10%
<b>Total</b>	<b>50%</b>

Aphasia and other neurogenic disorders  
Assignment Grade Sheet  
It is your responsibility to keep up with your grades

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

**Grading Scale**

- A = 94-100
- B = 93-87
- C = 86-80
- D = 79-73
- F = 72 and below

**Assignments**

Sim Lab & reflection	_____ /100 = x 5% =	_____
Functional Activities for Cognitive-Linguistic therapy (FACT)	_____ /100 = x 5% =	_____
Mini case studies and critical thinking questions (teams) & screens	_____ /100 = x 5% =	_____
Case Study & Treatment (team)	_____ /100 = x 10% =	_____
Gerontology Notebook	_____ /100 = x 10% =	_____
Gerontology Interaction Project (GIP) & reflection	_____ /100 = x 15% =	_____
<b>Total for assignments (50%)</b>		_____

**Examinations**

Quiz 1	_____ /25	
Quiz 2	_____ /25	
Quiz 3	_____ /25	
Quiz 4	_____ /25	
Total _____ /100 x 10% =		_____
Examination I	_____ /100 = x 10% =	_____
Examination II	_____ /100 = x 10% =	_____
Examination III	_____ /100 = x 10% =	_____
Final Examination	_____ /100 = x 10% =	_____
<b>Total for exams (50%)</b>		_____
<b>Total points</b>		_____
<b>Final Grade</b>		_____