Language Disorders III  
ASLP 5840  
Fall 2019

Professor: Gloria S. Olness, Ph.D., CCC-SLP  
Class day / time: TR 12:30 p.m. - 1:50 p.m.

Required resource:

Course description:
Language Disorders III covers acquired neurogenic cognitive-communicative and language disorders commonly observed in the adult population including aphasia, right-hemisphere syndrome, dementia, and traumatic brain injury. 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, friends and co-workers of people with neurogenic communication disorders.

Guided learning 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 and the medical continuum of service delivery.

What you can expect to achieve in this course:
The purpose of this course is to equip you as a speech-language pathologist to maximize the everyday communicative functionality—communicative activities and participation in context—for adults who have acquired neurogenic language disorders and cognitive-communicative disorders. You will accomplish this purpose by learning how to reason logically and collaboratively as a clinician in service to these populations.

A reasoning clinician who is true to his or her clinical purpose in service to and in collaboration with the client is constantly working to figure (something) out, pose and address some question, present and solve some problem, and/or set and test some hypotheses. This questioning attitude is a sign of excellence in clinical service provision, no matter what the level of experience of the clinician.
KASA standards addressed by 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)

Details of the learning activities in which you will be engaged:

Main-Point Questions (MPQ) activities. MPQs are designed to engage students with the reading content in advance of in-class discussion of that content, through the formulation of at least one question/comment/reaction to content in each of the main sections of the reading.

Guided video viewing. Learners benefit from early exposure to videos of the clinical populations whom they are studying. To this end, guided video viewing can begin as early as the student wishes. Often students will view these videos together in groups.

Case-Study Learning Exercises (CLEs). CLEs are designed to put you in the shoes of a working clinician who is presented with a clinical case and needs to problem-solve to answer clinically relevant questions.

In-class quizzes. Brief, in-class quizzes are used to encourage each student to learn by memory the fundamental content that a working clinician needs to have “at his or her fingertips” so he or she doesn’t have to look it up.

Clinical application exercises (CAEs). A set of five clinical application exercises will be distributed over time for students to complete, as associated topics are covered in class lectures. These exercises provide learners with the opportunity to demonstrate their ability to apply what they are learning in lectures, readings and course discussion to some typical clinical scenarios.

Examinations. Take-home, open-book examinations are designed to assess the learner’s ability to integrate and apply what he or she has learned and read; they are based on clinical problem solving, parallel to the process used by working clinicians.

Neurological syndrome thumbnail. During the course of one’s career, one will sometimes encounter unusual, rare, and/or concomitant disorders or syndromes that impact the communication of the client. To practice researching such disorders, each student will select one (1) neurological disorder/syndrome from a list provided by the professor, and will write a one-sheet, researched synopsis (thumbnail) for this topic, using guidelines also provided by the professor.
Small-group intervention project. Pre-arranged groups of two to three students will deliver an in-class intervention presentation on a clinical case assigned to them by the professor. All cases are created to represent impairments that are typical in everyday clinical practice. Project guidelines and a rubric will be provided by the professor.

Evidence base for intervention project. Each small-group will prepare a foreground question (FQ) and associated annotated bibliography associated with the intervention approach that they present to the class. This FQ-with-annotated-bibliography will be distributed to class members on the day of the presentation. Grading will be based on quality of the FQ and the relevance of the cited sources, and not on the sheer number of sources per se. Guidelines and a rubric will be provided by the professor.

Assessment of your learning:

<table>
<thead>
<tr>
<th>Activity</th>
<th>% weight</th>
<th>Number</th>
<th>Total % weight</th>
<th>Grading basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main point questions (MPQs) (pre-lecture reading)</td>
<td>1.5</td>
<td>14</td>
<td>21</td>
<td>'4.0' for full adherence to assignment; '3' for partial adherence to assignment; '2' for minimal adherence to assignment</td>
</tr>
<tr>
<td>Guided video viewing</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>Full credit ‘4’ based on completion</td>
</tr>
<tr>
<td>CLE sets</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>Full credit ‘4’ based on completion</td>
</tr>
<tr>
<td>In-class quizzes</td>
<td>2</td>
<td>7</td>
<td>14</td>
<td>Numerical grade on 4.0 scale based on response accuracy</td>
</tr>
<tr>
<td>Set of clinical application exercises (CAEs)</td>
<td>9</td>
<td>1 set</td>
<td>9</td>
<td>Numerical grade on 4.0 scale based on response accuracy for MC and/or rubric for short-answer</td>
</tr>
<tr>
<td>Examinations (take-home)</td>
<td>9</td>
<td>2</td>
<td>18</td>
<td>Numerical grade on 4.0 scale based on response accuracy for MC and/or rubric for short-answer</td>
</tr>
<tr>
<td>Neurological syndrome thumbnail</td>
<td>8</td>
<td>1</td>
<td>8</td>
<td>Rubric provided by professor</td>
</tr>
<tr>
<td>Small-group intervention project</td>
<td>12</td>
<td>1</td>
<td>12</td>
<td>Rubric provided by professor</td>
</tr>
<tr>
<td>Evidence base for small-group intervention project</td>
<td>7</td>
<td>1</td>
<td>7</td>
<td>Rubric provided by professor</td>
</tr>
</tbody>
</table>

Course grades are assigned on a numerical grading system, in which each number corresponds on a 4.0 scale to a “plus-minus letter grade” system:
- 4.33 points (corresponds to ‘A+’)
- 4.00 points (corresponds to ‘A’)
- 3.66 points (corresponds to ‘A-’)
- 3.33 points (corresponds to ‘B+’)
- 3.00 points (corresponds to ‘B’)
- 2.66 points (corresponds to ‘B-’)
- 2.33 points (corresponds to ‘C+’)
- 2.00 points (corresponds to ‘C’)
- 1.66 points (corresponds to ‘C-’)

Course grades are assigned on a numerical grading system, in which each number corresponds on a 4.0 scale to a “plus-minus letter grade” system:
Your professor has provided an automated Excel file on Canvas, to assist you in calculating your final course grade; you’ll find this Excel file alongside the syllabus on Canvas. Points earned are multiplied by weight of the homework/exam to calculate final course grade, within this Excel spreadsheet.

Note: For ASHA KASA purposes, any student who receives feedback of less than a 2.66 (B-) on any given assignment must meet with the professor to discuss the associated content prior to the end of the term. If no meeting takes place, the student will earn no more than a ‘C’ in the course, regardless of their weighted grades on other assignments.