

**COMD 6130 Neuropathologies of Speech and Language**  
**Fall Semester 2007**  
**Course Syllabus**

**A. Instructor:**

Dr. Beth E. Foley  
Office: Lillywhite 103  
Office Hours: T, R 9:00 - 10:00, F, 10:00-12:00, or by appointment.  
Phone: 797-3924

**B. Prerequisite Requirements:**

1. Departmental permission

**C. Course Description:**

Study of the neuropathologies of speech and language associated with aphasia, traumatic brain injury, right hemisphere syndrome, dementia, and degenerative neurological diseases.

**D. Course Objectives as Related to ASHA Standards:**

1. The student will review basic information about neuroanatomy, neurophysiology, and the organization of the motor and sensory systems.

**Standard II-B: The student must demonstrate knowledge of basic human communication processes (neurological)**  
**Assessment: Exam 1**

2. The student will acquire knowledge and understanding of the neural correlates of language function.

**Standard II-B: The student must demonstrate knowledge of basic human communication processes (neurological)**  
**Assessment: Exam 2**

**Standard III-C:**  
**The student must demonstrate knowledge of receptive and expressive language in speaking, listening, reading, writing, and manual modalities. Assessment: Exam 2**

**The student must demonstrate knowledge of cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning).**  
**Assessment: Final Exam**

**The student must demonstrate knowledge of social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities).**  
**Assessment: Exam 2, Final Exam, Treatment Presentation**

3. The student will acquire knowledge and understanding of assessment of communicative disorders resulting from various neuropathologies, including aphasia, right hemisphere dysfunction, traumatic brain injury, dementia, and degenerative neurological diseases.

**Standard III-D: The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communicative and swallowing disorders. Assessment: Exam 2, Final Exam, Treatment Presentation**

4. The student will acquire knowledge and understanding of treatment of communicative disorders resulting from various neuropathologies, including aphasia, right hemisphere dysfunction, traumatic brain injury, dementia, and degenerative neurological diseases.

**Standard III-D: The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communicative and swallowing disorders. Assessment: Exam 2, Final Exam, Treatment Presentation**

5. The student will have an understanding of multicultural issues pertaining to assessment and treatment of communicative disorders resulting from various neuropathologies.

**Standard III-D: The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communicative and swallowing disorders, including consideration of linguistic and cultural correlates of the disorders. Assessment: Final Exam, Case Study presentations**

6. The student will become familiar with assistive technology that can be used in the management of severe expressive communication disorders resulting from congenital, acquired and/or degenerative neurological diseases.

**Standard III-D: The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communicative and swallowing disorders, including consideration of linguistic and cultural correlates of the disorders. Assessment: Final Exam, Case Study presentations**

**Standard III-C:**

**The student must demonstrate knowledge of receptive and expressive language in speaking, listening, reading, writing, and communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies. Assessment: Final Exam, Case Study presentations, Treatment Presentation**

### **E. Mode of Instruction:**

Students will listen to lectures, participate in class discussions, view videotapes of clinical cases, receive critiques of individual and small group assignments, and complete readings on assigned topics.

If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center. In cooperation with the DRC, course material may be provided in alternative formats - large print, audio, diskette or Braille upon request.

### **F. Course Outline:**

<b>Dates and Topics</b>		<b>Readings/ Assignments</b>		
8/28	Introduction/Overview	8/30	Neuroanatomy Review	Brookshire, Chapter 1
9/4	Neuroanatomy	9/6	Neuroanatomy	Brookshire, Chapter 2
9/11	Neuroanatomy	9/13	Neuroanatomy	
9/20	Neuroanatomy	9/22	Neurologic Assessment	Brookshire, Chapter 3, 11
9/25	Aphasia Types	9/27	<b>Exam 1</b>	Brookshire, Chapter 4, 5
10/2	Aphasia Assessment	10/5	Aphasia Treatment	Brookshire, Chapter 6
10/9	Aphasia Treatment	10/12	Aphasia Treatment	Brookshire, Chapter 7
10/16	Aphasia Treatment	10/19	Writing TX Goals	
10/23	<b>Exam 2</b>	10/26	RH Syndrome	Brookshire, Chapter 8
10/30	RH Assessment	11/1	RH Treatment	
11/6	TBI	11/8	TBI Assessment	Brookshire, Chapter 9
11/13	TBI Treatment	11/15	TBI Treatment	
11/20	Dementia	11/22	Thanksgiving Break	Brookshire, Chapter 10
11/27	Dementia Assessment	11/29	Dementia Treatment	
12/4	Degenerative Diseases	12/13	AAC Options	Brookshire, Chapter 11
		12/14	<b>Take-Home Exam Due</b>	

### **G. Course Requirements:**

1) Students are expected to complete all assigned readings as listed on the course syllabus.

2) Students will complete all assignments by designated due dates unless arrangements have been made with the instructor. Failure to pass in assignments on time will result in an automatic reduction in grade for that assignment.

3) Students will take exams on the due dates given on the course syllabus. Failure to take an exam will result in a grade of 'F' unless prior arrangements have been made with the instructor.

4) Students are expected to attend **all** scheduled classes and participate in class discussions.

5) Any student with a disability requiring modifications in course materials and/or instructional activities (e.g., enlarged texts, taped texts, untimed tests, etc.) should notify the instructor within the first week of the quarter so that appropriate accommodations can be made.

#### **H. Course Evaluation:**

1) Exams (3): Exam I (in class)	25%
Exam II (video - in class)	25%
Final (case studies - take home)	25%

2) Treatment Presentation	25%
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#### **I. Required Texts:**

Brookshire, R. H. (6th Ed.). An Introduction to Neurogenic Communication Disorders. St. Louis, MO: Mosby Year Book, 2003.

Hegde, M.N. A Coursebook on Aphasia and other Neurogenic Language Disorders (3<sup>rd</sup> Ed.). San Diego, CA: Singular Publishing, 2006.

Love, R.J., & Webb, W. (4<sup>th</sup> Ed.). Neurology for the Speech-Language Pathologist. Boston, MA: Butterworth-Heinemann, 2001. (on reserve for audiology students)

#### **J. Texts on Reserve:**

Beukelman, D.R. & Mirenda, P. Augmentative and Alternative Communication: Management of severe communication disorders in children and adults (2<sup>nd</sup> Ed.). Baltimore: Paul H. Brookes Publishing Co., 1998.

Chapey, Roberta. (3rd Ed.) Language Intervention Strategies in Adult Aphasia. Williams & Wilkins, 1994.

Elman, R.J. Group Treatment of Neurogenic Communication Disorders: The expert clinician's approach. Boston, MA: Butterworth, 1999.

- Green, B.S., Stevens, K.M., & Wolfe, T.D. Mild Traumatic Brain Injury: A therapy and resource manual. San Diego, CA: Singular Publishing, 1997.
- Hartley, L.L. Cognitive -Communicative Abilities Following Brain Injury: A functional approach. San Diego, CA: Singular Publishing, 1995.
- Myers, P.S. Right Hemisphere Damage: Disorders of communication and cognition. San Diego, CA: Singular Publishing, 1999.
- Payne, J.C. Adult Neurogenic Language Disorders: Assessment and Treatment. San Diego, CA: Singular Publishing, 1997.
- Tanner, D.C. The Family Guide to Surviving Stroke and Communication Disorders. Boston, MA: Allyn and Bacon, 1999.
- Ylvisaker, M., & Feeney, T.J. Collaborative Brain Injury Intervention: Positive everyday routines. San Diego, CA: Singular Publishing, 1998.

## COMD 6130 Neuropathologies of Speech

### Treatment Presentations

**Description:** SLP students will be assigned in teams of two to make presentations to the rest of the class on intervention strategies for particular neurogenic communication disorders. AuD students and other non-SLP students will develop alternative presentations with approval from the instructor. In addition to the class presentations (@45-60 minutes), teams will be required to submit handouts which will be duplicated and distributed to the rest of the class.

**Grading:** Each presentation will be graded and will constitute 25% of your final grade. Presentations will be graded on:

- 1) organization and clarity of presentation (Do your homework!)
- 2) effective use of visual aids, media, etc. Make it interesting!  
Feel free to use graphics, audio, video, etc. Instructor has several videotapes available on selected topics.
- 3) quality of class handouts (Will they be useful later?)
  - **Include at least five current references *other than your class texts*.**
  - **Include five useful websites dealing with your topic area.** Write a brief synopsis (3-4 sentences) describing the type of information/resources that can be found on each website.

Unless you are notified otherwise, presentations will be made on the dates indicated in the syllabus.