

Nikou, Roshan

From: Graduate.Council.Web.Site@www.uky.edu
Sent: Thursday, October 26, 2006 5:15 PM
To: Nikou, Roshan
Cc: Price, Cleo
Subject: Investigator Report

AnyForm User: www.uky.edu
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College/Department/Unit: = C0-17 CD-677
Category: = Change
Date for Council Review: =
Recommendation is: = Approve
Investigator: = Terry Malone
E-mail Address = trmal01@uky.edu
1 Modifications: = Very straight forward - modification to better
reflect curricular needs - course change for better delineation of content
- Instructor of record has national reputation in the content area- approve
2 Considerations: =
3 Contacts: = Bob Marshall
4 Additional Information: =

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UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Health Sciences Date 6/30/06

Department/Division offering course Rehabilitation Sciences/Communication Disorders

2. Changes proposed:

(a) Present prefix & number CD 677 Proposed prefix & number CD 677

(b) Present Title Neurogenic Communication Disorders I

New Title Aphasia and Related Disorders

(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

Aphasia & Related Disord

(d) Present credits: 03 Proposed credits: 03

(e) Current lecture: laboratory ratio Lecture only Proposed: Lecture only

(f) Effective Date of Change: (Semester & Year) Spring 2007

3. To be Cross-listed as: _____
Prefix and Number Signature: Department Chair

4. Proposed change in Bulletin description:

(a) Present description (including prerequisite(s)):
Analysis, identification and management of acquired neurogenic disorders of language and cognition. Primary emphasis is given to aphasia, dementia, and right hemisphere dysfunction. Prereq: Graduate status in RHB or CODI or consent of Instructor.

(b) New description: Identification, appraisal, diagnosis, and clinical management of persons with aphasia and related disorders. Primary emphasis is given to aphasia and apraxia of speech in adults. Prereq: Graduate status in RHB or CODI or consent of instructor.

(c) Prerequisite(s) for course as changed: No change

5. What has prompted this proposal?

Issues related to dementia and right hemisphere disorders will be removed from this course and placed in a new course in cognitive communication disorders. This will allow greater allocation of time to aphasia and related disorders, an important topic in communication disorders. The new title better reflects the revised course content.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

NA

7. What other departments could be affected by the proposed change?
none

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? X Yes No

9. Will changing this course change the degree requirements in one or more programs? * Yes X No
If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? Yes X No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

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12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

12. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Robert C. Marshall, Ph.D. Phone Extension: 3-1100, ext. 80569

Signatures of Approval:

J. Keith L. Page 7/3/06
 Department Chair Date

Sharon R. DeBart 7/25/06
 Dean of the College Date

Date of Notice to the Faculty

Date

Blackwell 11/1/06
 **Undergraduate Council Date

Date

David M. Owen 9-20-06
 **Graduate Council Date

Date

Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

CD 677
Aphasia and Related Disorders

Instructor: Robert C. Marshall, Ph.D.
Class time: Wednesdays, 6:00 – 8:45 p.m. (includes 15 minute break)
Place: 401 CTW
Office hours: Room 120F, CTW. 4:00 – 6:00 PM Wednesday
Phone: 323-1100 ext 80569 (Dr. Marshall)
Emails: rcmarsh@uky.edu

Textbooks: Brookshire, R. H. (2003). *Introduction to Neurogenic Communication Disorders* (6th Edition), St. Louis: Mosby (required). This book should be available in the bookstore.

Chapey, R. (2001). *Language Intervention Strategies in Adult Aphasia and Related Disorders* (4th Edition). Baltimore: Lippincott, Williams & Wilkins. I have not ordered this through the bookstore. You can get a better deal by ordering it through Amazon.com. You can probably get a used copy. This book will be invaluable to you in several courses during graduate school.

**Other
Reading**

Students will be asked to retrieve and read several articles for the course. Be sure you are able to access journal articles electronically from the UK Library, particularly those from following journals: *American Journal of Speech Language Pathology*, *Aphasiology*, *Journal of Speech, Language, and Hearing Research*, *Journal of Communication Disorders*, *Brain and Language*, and *the International Journal of Disorders of Communication*. Be sure you can connect to the website: <http://aphasiology.pitt.edu>. This will allow you to access all of the publications from the Clinical Aphasiology Conference from 1970-2006.

Materials: Students will be loaned two DVDs. One DVD will be a patient with aphasia (Client tape) and will be different for each student. The second DVD (Diagnostic tape) will have samples of patients with aphasia, apraxia of speech, confused language, dementia, and dysarthria. These tapes are on loan and MUST be returned at the end of the course.

Course Description:

This course (Aphasia and Related Disorders) provides the graduate student in communication disorders with information necessary to understand the characteristics and causes of aphasia and related communication disorders that co-occur with aphasia (e.g., apraxia of speech, language of confusion, agnosia, and unilateral upper motor neuron dysarthria). For the most part, the course focuses on appraisal, diagnosis and differential diagnosis, and clinical management of persons with aphasia. Specifically, it will provide information on the role (s) of speech language pathologists working in different settings of the patient care continuum (inpatient, rehabilitation, out patient). Students will learn to use (1) evidence-based practice treatment procedures (procedures supported by research, clinical experience, and expert opinion) and (2) contemporary techniques of documentation to reflect how therapy impacts the impairment, disabling, and handicapping consequences of aphasia.

ASHA Standards and Learning Objectives

After attending all classes, reading all assigned material, participating fully in class discussions, completing independent application activities, and passing all examinations students will be able to do the following:

1. Describe and differentiate etiologies responsible for aphasia and related disorders in terms of their impact on receptive, expressive, social, and cognitive aspects of communication (Standards III-C and III-D).
2. Interpret, integrate, and summarize information (symptoms, signs, and syndromes) from referral sources, medical history, and client assessments to establish a diagnosis, formulate a prognosis, and

- design short- and long-range care plans for clients with aphasia and related neurogenic communication disorders (Standards III-C and III-D).
3. Describe and differentiate the role of the speech language pathologist across the continuum of patient care (ICU/acute care, medical-surgical ward, rehabilitation setting, extended care facility).
 4. Select and administer appropriate test batteries, supplemental tests, and indirect/direct functional measures for client assessment; demonstrate the ability to use test information in treatment planning (Standards III-C and III-D).
 5. Describe and differentiate approaches to treatment of adults with aphasia and co-occurring communication disorders; describe, summarize the theoretical underpinnings, and purposes of specific treatment methods associated with approaches to treatment (Standards III-C and III-D).
 6. Select and use sufficient and multi-focused approaches for documenting treatment outcomes that demonstrate linkages between treatment and its results (Standard IV-B)

Lecture topics and reading assignments. * Article available on CAC website

Class 1

Lecture: The person with aphasia

Read: Elman, R., Olgar, J., Elman, S. (2000). Aphasia: Awareness, Advocacy, and Activitism. *Aphasiology*, 14, 455-460.

Independent Activity 1: Go to the internet and read a “personal account” of aphasia written by a person with aphasia and/or a family member. Write a one paragraph summarizing what you learned about aphasia from reading the personal account. Turn this in at the next class period.

Class 2

Lecture: Language and the brain; causes of aphasia

Read: Chapter 1 in Brookshire

Class 3

Lecture: Management of adults with neurogenic communication disorders in the early post onset period: medical management, neurologic examination, neuroimaging

Read: Chapter 2 in Brookshire

Independent Activity 2: Watch and write a 1 page summary of the tape describing the neurologic examination (check this tape out with Dr. Marshall; it takes about one hour to view this tape).

Class 4

Lecture: Assessment and clinical management of the patient in the early post-onset period

Read: Chapter 3 in Brookshire

Marshall RC (1997). Aphasia treatment in the early post onset period: Managing our resources effectively. *Am. J. Speech Lang Path* 6: 5-11.

Holland, A, Fridriksson, J. (2001). Aphasia management in the early phases of recovery following stroke. *Am J. Speech Lang Path* 10: 19-28.

Student presentation 1. The Inpatient Functional Communication Interview

Class 5

Lecture: Characteristics of aphasia and related disorders; differential diagnosis

Read: Chapter 4 in Brookshire

Quiz 1. Will cover material covered through this class period.

Independent activity: Be sure to watch your diagnostic tape at least twice before this class. The tape will be an integral part of this class period.

Student presentation 2. The ASHA FACS. Functional Assessment of Communication Skills

Class 6

Lecture: Assessing adults with aphasia (the tests)

- Aphasia test batteries
- Free standing tests
- Functional assessment
- Psychosocial assessment

Read: Chapter 5 in Brookshire

Student presentation 3. The CADL (Communication Activities of Daily Living)

Class 7

Lecture: Assessing adults with aphasia (continued)

- Meeting assessment goals
- The big picture

Read: Chapter 4 in Chapey

Student presentation 4. The Communicative Effectiveness Index

Class 8

Lecture: The Context for Treatment of Neurogenic Communication Disorders

- The severity continuum
- Resource allocation
- The importance of cognitive engagement
- The treatment team
- Generalization and maintenance
- Prognosis

Read: Chapter 6 in Brookshire

Independent activity 3. Turn in transcription of client tape

Class 9

Lecture: Approaches to the treatment of aphasia

- Stimulation approach (fundamental abilities)
- Functional approaches
- Life participation (social or functional)
- Model based treatment

Read: Chapter 7 in Brookshire

Student presentation 5. The PALPA

Class 10

Lecture: Treatment of auditory comprehension deficits in aphasia

Read: Chapter 18 in Chapey. Management of Wernicke's aphasia: A context-based approach

Marshall, R. C., English, L. (2004). Functional strategies for enhancing auditory comprehension for persons with aphasia for the neurological physical therapist. *Journal of Neurological Physical Therapy*, 28, 38-43.

Student presentation 6. The Token Test

Independent activity 4. Turn in consult report on client: background, history, assessment results, recommendations for therapy

Class 11

Lecture: Treatment of severe aphasia

Read:

Kagan, A. (1998). Supported conversation for adults with aphasia: Methods and resources for training conversational partners. *Aphasiology*, 12, 816-830.

Lyon, J. (1992). Communication use and participation in life for adults with aphasia in natural settings: the scope of the problem. *American Journal of Speech Language Pathology*, 1, 7-14.

Hopper, T., Holland, A., Rewega, M. (2002). Conversational coaching: Treatment outcomes and future directions. *Aphasiology*, 16, 745-762.

Class 12

Lecture: Treatment specifics

- Treating word retrieval problems
- Treating syntactic problems
- Discourse level treatment

Class 13

Lecture: Treatment of Apraxia of speech

Read: Chapter 11 in Brookshire

Read: Chapter 36 in Chapey

Class 14

Lecture: Group treatment of aphasia and related disorders

Read: Chapter 14 in Chapey

Marshall RC. (1993). Problem-focused group treatment for clients with mild aphasia. *American Journal of Speech Language Pathology*, 2, 31-37.

Class 15

Lecture: Documentation issues/wrap up of course

Read: Marshall R.C. (2000). Documentation in medical speech pathology: Some clinician-friendly suggestions to keep the tail from wagging the dog. *American Journal of Medical Speech-Language Pathology*, 8, 37-52.

Contributions to grade

Student presentations (7). Teams of 3-4 students will give 15 minute presentations on specific tests for assessment of persons with aphasia. The presentations will be graded by the instructor as follows: Excellent = 7 points; good = 5 points; satisfactory = 3 points.

Student participation (8). Students are expected to participate in class by asking and answering questions and contributing to discussions. Please bring a supply of 3 x 5" cards to class. Write your question and name on the card and pass it up to the instructor. Points will be awarded for participation over the semester. 15 + questions = 8 points; 12-14 questions = 6 points; 9-11 questions = 4 points; less than 9 questions = 2 points.

Quiz 1 (15). The objective quiz will cover all material from the class through 9/20/06. The quiz will not be given in class but over blackboard. The time for completing the quiz will be 1.5 hours. 85% or higher = 15 points; 70-84% = 10 points; below 70% = 5 points.

Independent application activities (20). Students will do five independent application activities for the course. The activities are highlighted in the body of the syllabus. Each activity will be worth 4 points

Paper (25). Every student will become an "expert" in one treatment for persons with aphasia. The instructor will provide a list of paper topics for you to choose from. Have the reference for your topic to the instructor by quiz 1 (one of your independent application activities). Limit your paper to 10 single type-written pages, not including references or tables. Organize your paper as follows: purpose, methods (materials, procedures, scoring) research supporting the use of the treatment. Papers are due on November 29.

Final exam (25). Part 1 of the exam (10 points) will be a take home clinical question. This must be turned in at the time of the scheduled final, 12/9/06. Part 2 of the final (15 points) will be objective and cover material presented since the first quiz. 85% or higher = 15 points; 70-84% = 10 points; 70% or below = 5 points.

Instructor expectations:

Students are expected to (a) obtain assigned articles for the entire course after the first class meeting, (b) read assigned material before class, (c) be on time and attend all classes, (d) ask questions and contribute to class discussions, and (e) complete all assignments on time.

Grading: There are 100 points available for the class. Grades are based on the total points earned by the student in the class: 90-100 = A; 80-89 = B; 70-79 = C; 69 and below = E.

Other

ASHA standards and grading. ASHA requires that graduate students pass certain competencies to be recommended for the Certificate of Clinical Competence in Speech-Language Pathology. Accredited programs are required to specify how the standards will be met. If a student has not met a competency, the instructor must develop a remediation plan to ensure the competency is passed. If the student does not pass the competency after remediation, the student may not be recommended for the CCC, in spite of having passed the course. It is also possible to pass the competencies, and still receive a grade that is unacceptable for graduate level performance.

Excused absences: Acceptable reasons for excused absences are listed in *Student Rights and Responsibilities*,

Section 5.2.4.2. Briefly, these include illness, death of someone in the student's immediate family, University sponsored trips, major religious holidays, and other circumstances the instructor finds reasonable. Note: If you intend to be absent to observe a major religious holiday, you must notify the instructor in writing by the second class period (8/31/05).

Inclement weather: In case of inclement weather or emergencies, class will be held unless canceled by the University administration. Announcements will normally be made by 6am on UKTV Cable Channel 16, or the UK Info-line at 257-5684. Students should use their judgment about whether to come to class.

Cheating and Plagiarism: Descriptions of what constitutes cheating and plagiarism are found in *Students rights and Responsibilities, Sections 6.3.1 and 6.3.2*. Be aware that the minimum punishment for either of these offenses is an "E" in the course.