CMDS 7550: LANGUAGE AND SPEECH DISORDERS IN ADULTS  
SPRING SEMESTER 2014

Daniel Phillips, Ed.D, CCC=SLP  
1193 Haley Center  
Ph# 844-9631 e-mail: dep0006@auburn.edu

OFFICE HOURS: Tues. & Thurs. 9:30 -10:30am and Wednesday 11 – 12, 1 - 2


Resource Books:

Aphasia Language Oriented Treatment

STUDENT LEARNING OUTCOMES:

1. Students will be able to list and describe the typical etiologies for aphasia.
2. Students will be able to classify the traditional types of aphasia utilizing the Boston System.
3. Students will be able to select both a brief and a comprehensive diagnostic instrument to utilize in the assessment of patients suspected of having aphasia.
4. Students will be able to score and analyze the results from an evaluation instrument, such as the Western Aphasia Battery (WAB) or Boston Diagnostic Aphasia Exam (BDAE) and report such findings using the medical documentation format: S.O.A.P.
5. Students will be able to outline an individualized clinical treatment plan for a patient with aphasia with attention to cultural, educational, occupational, and linguistic influences which may have an impact on service delivery.
6. Students will be able to provide a variety of treatment delivery models for aphasia.
7. Student will be able to list and give examples of factors contributing to caseload management including candidacy, prognosis, and discharge planning.

COURSE REQUIREMENTS:

1. Assigned readings in the texts and outside references.
2. Assignments regarding assessment and treatment activities both in and out of class to prepare you for clinical experiences.
3'There will be three unit examinations and a comprehensive final examination.
GRADING AND EVALUATION PROCEDURES:
The grading system for this course is based on a 10-point scale.

The final grade will be determined by the student's performance on the four exams, and the assessment and treatment activities.

<table>
<thead>
<tr>
<th>Three Exams (30 pts)</th>
<th>90 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and treatment activities</td>
<td>50 pts</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>50 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>190 pts</strong></td>
</tr>
</tbody>
</table>

Unannounced written quizzes will be given as extra credit opportunities. The number of possible extra points per quiz will not exceed 5 points. The points earned on a quiz will be added to the next examination score/grade. No make-ups will be offered for these quizzes if missed.

Reminder: Students may withdraw (although with a W on their transcript) until mid-semester (Feb 27th).

POLICIES:

Attendance
Students are required to attend all classes. Class roll may be taken randomly. Only university excused absences will be accepted. Arrangements to make up missed examinations due to properly authorized excused absences (as defined by the Tiger Cub) are to be initiated by the student within one week from the end of the period of excused absence. The makeup exams will be given within two weeks from the time that the student initiates these make up arrangements. Late submission of written work (within 1 week of due date) will be dropped one letter grade.

Classroom Behavior
Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and will not be tolerated. The AU policy for dealing with disruptive students will be observed. Classroom behavior is outlined in the Tiger Cub; examples of improper classroom behavior include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- monopolizing discussion
- distractive talking-texting, or computer use, Please turn off cell phones before class begins.
- audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor

www.auburn.edu/adminstration/governance/senate/bevavior_policy_may03.html

Academic Honesty
Honesty is expected in this class at all times; violations will be reported to the Academic Honesty Committee according to the procedures outlined in the Tiger Cub.

Compliance with Americans with Disabilities Act
Students needing accommodations should make arrangements with The Office of Accessibility the first week of class. Please follow the instructions on their web site at https://fp.auburn.edu/disability/students/accommodations.asp. Instructions for classroom accommodations include the following: Submit online accommodation requests every semester to instructors, meet with each instructor to discuss accommodations, report any accommodation issues to a Disability Specialist immediately.
**Emergencies**

University warnings may be sounded during the class period. Instructions issued by the teacher or other university personnel should be followed and may include to “shelter,” to evacuate,” or to “barricade” in the room. During shelter warnings walk calmly to the nearest Severe Weather Shelter Area within the Haley Center. During evacuation warnings please gather at the designated location given by evacuating personnel (otherwise in the parking lot at the rear of the building). In order to be accounted for during these warning times, please check in with me at the safe location. During barricade warnings, stay in the room, turn off the lights, turn off computers and cell phones, barricade the door and crouch behind furniture and walls. (See [www.auburn.edu/administration/rms/emergency.html](http://www.auburn.edu/administration/rms/emergency.html)).

**CHANGES:**

Changes may be made in the above as needed during the semester. Students will be notified as early as possible if a change is to be made.

**OUTLINE:**

**Unit 1 Foundation of Aphasia and Related Disorders:**

Jan 9 & 14 Neuroanatomy of Language & Neuropathology of Aphasia (Helm-Estabrooks, Albert, & Nicholas Chapters 1 & 2)

Jan 16 & 21 Diagnosis and Classification of Aphasia (Chapters 3)
  Aphasia in Special Populations: Neurodegenerative & TBI (Chapters 4 & 5)

Jan 23 & 28 Neuropsychiatric, Psychosocial, and Legal Aspects of Aphasia (Chapter 6)

Jan 30 Aphasia Overview, Review

**EXAM #1 Tuesday, February 4th**

**Unit 2 Diagnostic Process**

Feb 6 Neurological Examination & Neuroimaging and Other Neurodiagnostic Technics (Helm-Estabrooks & Albert Chapters 7 & 8)

Feb 11 & 13 The Process Approach to Assessment of Aphasia and the Informal (“Bedside”) Assessment (Chapter 9)
  Assessment of Alexia and Agraphia ( Chapter 10)

Feb 18 & 20 Cognitive Examination (Chapter 11)
  Apraxia: Descriptions, Implications, and Assessment (Chapter 12)

**Unit 3 Systematic Approaches to Aphasia Therapy**

Feb 25 Aphasia Recovery (Chapter 12)
  Intro to Aphasia Therapy (Chapter 13)

Feb 27 Using a Process Approach & Operational Framework for Treatment (Chapter 15)
  Setting Functional Goals for Aphasia Therapy & Measuring Response to Tx (Chapter 16)
EXAM #2  
*Tuesday, March 4th*

March 6  SHAA Convention (No Class)  
Mar 10 -14  SPRING BREAK

*Impairment-Based Therapy*

Unit 4 Programs for Improving Verbal Expression  
Mar 18, 20, 25  Anomia, VICU, Perseveration, MIT, & Agrammatism  
Comm Effec Prof (Chapters 17, 18, 19, 20 & 21)

Unit 5 Therapy Programs for Improving Auditory Comprehension  
March 27  Treatment for Wernicke’s Aphasia & CAIAC (Chapters 22 & 23) Therapy

Unit 6 Therapy Programs Programs for Improving Alexia and Agraphia  
April 1, 3  Treatment of Reading Disorders (Chapter 24)  
Agraphia (Chapter 25)

Unit 7 Therapy Programs for Improving Nonverbal Expression  
April 8, 10  Vis Act Tx, Comm Draw Prog, AAC, Computer Asst Tx (Chapters 26, 27, & 28)

*Non-Impairment-Based Therapy*

Unit 8 Other Approaches and Considerations for Aphasia Rehabilitation  
Apr 15  Group Therapy, Living Well with Aphasia  
Biomedical Approaches  
(Chapters 29, 30, 31)

EXAM # 3  
*Thursday April 17th*

Apr 22 & 24  REVIEW

Comprehensive Final Examination:  Monday April 28  4 to 6:30 PM