

Speech, Language, and Hearing Sciences 544
Adult Language Disorders: Aphasia & Right Hemisphere Disorders
Fall 2011

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Beeson Website: <http://beeson.web.arizona.edu/>

Aphasia Research Project Website: http://web.me.com/pelagie1/Aphasia_Research_Project/

Aphasia Treatment Articles Website: <http://aphasiatx.arizona.edu/>

Office hours: Mondays 3:00- 4:00 Thursdays 2:00-3:00

Class Time: Tuesdays and Thursdays 12:30 – 1:45 pm

Room: Speech, Language, & Hearing Sciences Room 409

Purpose: The purpose of this course is to provide the requisite knowledge for understanding, assessing, and treating language impairments associated with focal lesions to the left or right hemisphere. Specifically, students will learn about the neural substrates for language; language assessment principles and procedures; and the nature and treatment of aphasia, alexia, and agraphia, and right hemisphere disorders.

Format: Students will learn by studying assigned readings, through lectures, and videotaped examples in the classroom. In addition, students will read, abstract, and discuss information about specific treatment approaches for aphasia. Outside activities will also include review and practice in the administration of standardized tests for adult language.

Learner Objectives

By the end of this class, students should be able to:

- describe the cognitive processes that support communication.
- identify the neural substrates of spoken and written language processes.
- characterize the behavioral consequences of impairment to cognitive processes that support language and communication.
- describe classic aphasia syndromes and their associated lesion location.
- classify patients on the basis of observation and the results of behavioral testing.
- describe the behavioral consequences of right hemisphere damage.
- specify standardized measures for assessment of acquired impairment of language and communication.
- demonstrate knowledge of treatment approaches for specific aspects of language and communication impairment.
- demonstrate principles and techniques for maximizing communication in individuals with left or right hemisphere damage.

Course Readings: Readings available on course website <https://D2L.arizona.edu>
(Reading list included below)

Grading:	Students can earn a total of 400 points for this course.	
	Exam 1 = 75 points	75
	Aphasia Assessment Worksheet = 25 points	25
	Exam 2 = 75 points	75
	Aphasia Treatment Abstracts = 2 at 25 points each	50
	Exam 3 = 100 points	100
	Right Hemisphere Assessment Worksheet = 25 points	25
	Right Hemisphere Presentation	40
	Post test = 10 points	<u>10</u>
		400

Details will be provided regarding the Abstracts and Worksheet activities.

Letter grades will be computed as follows:

360 – 400 = 90% or greater = A
320 – 359 = 80% or greater = B
280 – 319 = 70% or greater = C
240 – 279 = 60% or greater = D
<240 = less than 60% = E

Note that final grades are based on the accumulated points and there is no “rounding up.” For example, and A requires 360 or more points out of 400. A total of 359.9 is a B, not an A.

Classroom Etiquette: Please turn off all cell phones and pagers during class. **Do not leave and re-enter the classroom during lectures** as it is distracting to students and lecturers.

Understanding the Syllabus: Any student who does not accept or understand the contents and terms of this syllabus or who has a disability or condition that compromises completion of course requirements must notify the instructor within the first week of receiving the syllabus.

Students with Disabilities: If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please register with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Code of Academic Integrity

Students must adhere to the Arizona Code of Academic Integrity. The guiding principle of academic integrity is that a student’s submitted work must be his or her own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Conduct prohibited by the Code consists of all forms of academic dishonesty, including, but not limited to: cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Code of Conduct, failure to observe rules of academic integrity established by the faculty member for a particular course; and attempting to commit any act prohibited by the Code. All credit for this course will be forfeited if any coursework reflects a violation of the Code. Please refer to University of Arizona Policies and Procedures website for a review of the Code of Conduct, The full version of the Code of Academic Integrity can be found at the website <http://deanofstudents.arizona.edu/codeofacademicintegrity> or at the Dean of Students Office, Room 203 Old Main.

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Fall 2011 – Tuesdays and Thursdays 12:30 – 1:45 p.m.
 See Reading List for Full References (** indicates optional reading material)
 Slight adjustments may be made in this schedule as needed.

	Class Date	Topic	Readings
1	Tuesday August 23	Course Overview and Introduction	
2	Thursday August 25	Neuroanatomy	Nolte (2009) Chapter 3
3	Tuesday Aug. 30	Neuroanatomy	Damasio (2008) Ch. 2 (pp. 20-26)
4	Thursday Sept. 1	Blood Supply to the Brain & Neuropathology	Damasio (2008) same as above
5	Tuesday Sept. 6	Neuroanatomy & Brain Imaging	Mlcoch & Metter (2008) Ch. 3 (pp. 42-51)
6	Thursday Sept. 8	Neural Substrates of Language	Binder (2008)
7	Tuesday Sept. 13	Exam 1 (75 points) – Neuroanatomy & Neural Substrates for Language	
8	Thursday Sept. 15	Historical Aspects of the Study of Aphasia Aphasia	Benson & Ardila (1996)
9	Tuesday Sept. 20	The Nature of Aphasia & Aphasia Syndromes	Beeson & Rapcsak (2006)
10	Thursday Sept. 22	The Nature of Aphasia & Aphasia Syndromes	Damasio (2008) Ch. 2 (pp. 26-41)
11	Tuesday Sept. 27	Assessment of Language and Cognition in Adults	Review Aphasia Tests
12	Thursday Sept. 29	Progressive Aphasia	Gorno-Tempini et al. (2011) **Duffy & McNeill (2008)
13	Tuesday Oct. 4	Acquired Alexia and Agraphia Syndromes	Beeson & Rapcsak (2010) Rapcsak & Beeson (2010)
14	Thursday Oct. 6	Assessment of Aphasia/Alexia/Agraphia	Review Aphasia Tests
15	Tuesday Oct. 11	Assessment of Aphasia/Alexia/Agraphia (practice)	Evaluate patients
16	Thursday Oct. 13	Bedside Eval procedures and Review	
17	Tuesday Oct. 18	Exam 2 (75 points) – The Nature of Aphasia	

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18	Thursday Oct. 20	A Treatment Continuum for Aphasia	Beeson
19	Tuesday Oct. 25	Nature and Treatment of Lexical Retrieval Impairments in Chronic and Progressive Aphasia	Raymer & Gonzalez Rothi (2008) Beeson et al. (2011)
20	Thursday Oct. 27	Nature and Treatment of Impairments of Speech Production (treatments for apraxia of speech)	Wambaugh & Shuster (2008)
21	Tuesday Nov. 1	Nature and Treatment of Written Language Impairments	Beeson, Rising, & Rapcsak, 2011 *Beeson & Henry (2008)
22	Thursday Nov. 3	Nature and Treatment of Sentence Comprehension & Production	Mitchum & Berndt (2008)
23	Tuesday Nov. 8	Evaluating the Aphasia Treatment Literature	Beeson & Robey (2006)
24	Thursday Nov. 10	Veterans Day – No Class	
25	Tuesday Nov. 15	Review treatment articles in class (small group presentations)	Aphasia treatment article reviews
26	Thursday Nov. 17	Other Aphasia Treatment Approaches	Helm Estabrooks (MIT) Helm Estabrooks (VAT) Maher et al. (CILT)
27	Tuesday Nov. 22	Exam 3 (100 points) – Treatment of Aphasia, Alexia, and Agraphia	
--	Thursday Nov. 24	Thanksgiving – No Class	
28	Tuesday Nov. 29	The Dual Brain: Hemispheric specialization and coordination Right Hemisphere Disorders	Beeman & Chiarello (1998); Jung-Beeman (2005)
29	Thursday Dec. 1	Right Hemisphere: Assessment & Treatment	Review RHD tests Blake (2011)
30	Tuesday Dec. 6	Right Hemisphere: Treatment (Turn in Worksheet on RHD Assessment) Presentations re: The Nature and Treatment of Right Hemisphere Disorders (40 points)	Myers & Blake (2008)
	Tuesday Dec. 13 10:30 am - 12:30 pm	Presentations re: The Nature and Treatment of Right Hemisphere Disorders (40 points) Course Post-test 10 points	

ASHA Standard III – SPH 544

		A	B	C	D	E	F	G	H	I
Learner Outcomes	Assessment Method	Comm Skills	Principles of Sciences	Knowledge of basic human processes	Knowledge of Nature of speech, language, hearing and comm. disorders	Prevention and assessment Intervention	Ethical Conduct	Research Principles	Professional Issues	Professional Credentials
Describe human memory and neural substrates	In class exam Class discussion		X	X						
Describe cognition and its component processes	In class exam Class discussion			X						
Learn primary dementing diseases and effects on cognitive-linguistic functioning	In class exam Class discussion				X					
Specify standardized measures for evaluating clients	In class exam Class discussion					X				
Learn principles and techniques for maximizing communicative functioning individuals	Written assignment Treatment goals					X				
Learn epidemiology of TBI	In class exam				X					
Describe mechanisms of TBI	In class exam				X					
Specify procedures and measures for assessing	In class exam					X				
Learn principles for maximizing communicative functions	In class exam Class discussion					X				