Speech, Language, and Hearing Sciences (SLHS) 544
Adult Language Disorders I: Aphasia & Right Hemisphere Disorders
Fall 2016

Location: Speech, Language, & Hearing Sciences Room 409
Tuesdays and Thursdays 12:30 – 1:45 pm

Course Description
The purpose of this course is to provide the requisite knowledge for understanding, assessing, and treating language impairments associated with damage 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.

Course Prerequisites
There are no course prerequisites, but students will benefit from a basic background in language science and neuroanatomy, such as the material covered in the following undergraduate courses.
- SLHS 340 Language Science
- SLHS 362 Neurobiology of Communication

Instructor:  Pélagie (Pagie) M. Beeson, Ph.D.
Office:  Speech, Language, & Hearing Sciences Room 338
Lab:  Speech, Language, & Hearing Sciences Room 308
Phone:  621-9879
Email:  pelagie@email.arizona.edu

Websites:  Course website is on the UA Desire to Learn (D2L) https://d2l.arizona.edu/
Instructor website: http://beeson.web.arizona.edu/
Aphasia Research Project Website: http://www.aphasia.arizona.edu
Aphasia Treatment Articles Website: http://aphasiatx.arizona.edu/

Office hours:  Tuesdays 2:00-4:00 (drop in – or call 621-9879)
Mondays 2:00-3:00 (drop in – or call 621-9879)
You are also welcome to stop by my office with quick questions.

Course Format and Teaching Methods
Students will learn by reading/studying assigned readings, through lectures, and videotaped examples in the classroom. In addition, students will read, abstract, and discuss information about specific treatment approaches from the literature. Outside activities will also include review and practice in the administration of standardized tests for adult language.
Course Objectives and Expected Learning Outcomes

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

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

Mastery of this information will be documented by 80% or better overall performance on course material.

See attached Learner Outcomes Relative to prevailing ASHA Standards (2014)

Absence and Class Participation Policy

Class attendance and participation is an important aspect of the learning process and it is unlikely that a student will do well in this course without consistent attendance. That said, attendance is not required (other than sessions with a graded participation component). I assume that if you miss class it is for an important reason, and I expect that you will take the responsibility to obtain information to complement the lecture notes (which are posted) from classmates. Consistent with University policies cited below, if you must be absent for a class session that has credit associated with it due to religious or other approved reason, accommodations will be made.

- The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at [http://catalog.arizona.edu/2015-16/policies/classatten.htm](http://catalog.arizona.edu/2015-16/policies/classatten.htm)
- The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).
- Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See [http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02](http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02)

Classroom Etiquette: Please turn off cell phones during class, and remove from sight. Laptop computers may be used during class, but should be restricted to note taking and viewing of course material. Please do not leave and re-enter the classroom during lectures as it is distracting to students and lecturers.

Course Communications: I will distribute information via D2L or your UA email account. Please do not hesitate to ask questions that will be of common interest during class time, and you are welcome to talk with me immediately after class. You can email me as needed. My response time will vary in relation to other demands. After hours and weekend response time will definitely be variable.
Required Texts or Readings
There is not a required textbook for the class. Rather, selected readings are available on course website https://D2L.arizona.edu. These readings will more closely approximate the content of the course than would a single textbook. The readings are noted on the course schedule below.

Required or Special Materials: none

Required Extracurricular Activities: none

Assignments and Examinations

Students can earn a total of 450 points for this course that can be earned from the following activities and examinations. The schedule and due dates are included on the course schedule below.

Exam 1 = 75 points
Aphasia Assessment Worksheet = 20 points
Exam 2 = 100 points
Aphasia Treatment Abstracts = 2 at 25 points each
Exam 3 = 100 points
Right Hemisphere Assessment Worksheet = 20 points
Right Hemisphere Treatment Abstract (25 pts)
Final exam = 60 points

Assignments to be completed outside of class: Detailed instructions will be provided regarding the activities to be completed outside of class. This includes familiarization with standardized tests and protocols, and reviews of treatment articles.

Independence and Student Collaboration: Exams and written assignments will reflect individual work from students. However, students are encouraged to work together outside of class as they familiarize themselves with test materials and treatment protocols. Students are also encouraged to talk about the readings, especially the reviews of journal articles regarding treatment approaches to adult language disorders.

Late work policy: Assignments will be due on the date indicated on the syllabus. If additional time is provided, it will be for the entire class. Individual tardiness in turning in work will lose 1 point per day.

Re-grading Policy: I am willing to re-grade papers or exams when a student presents a reasonable request. Such requests must be timely: within one week of the when initial grades were distributed.

Final Examination: The final exam will be held at the University designated time, which is Friday, December 9th from 1:00 – 3:00 pm. The Final Exam Schedule and Final Exam Regulations are located here: http://www.registrar.arizona.edu/schedules/finals.htm
Grading: Letter grades will be computed as follows:

- 405 – 450 = 90% or greater = A
- 360 – 404 = 80% up to 90% = B
- 315 – 359 = 70% up to 80% = C
- 270 – 314 = 60% up to 70% = D
- <270        = less than 60%   = E

There are no extra credit opportunities for this course. Final grades are based on the accumulated points, with no “rounding up.” For example, and A requires 405 or more points out of 450. A total of 404.9 points is a B, not an A.

How to do well in this class: The lectures for this class are designed to clearly present the core information and to provide the framework for understanding the readings and for reviewing the literature in this content area. Attentive engagement during class will facilitate learning to a great extent. Videotaped examples presented in class will also serve to bring to life the nature and treatment of the communication disorders associated with acquired brain damage. So, first priority is to attend class; second priority is to read the identified literature that will further clarify the concepts presented in the class. I also encourage you to talk about the course material with other students in the class in order to reinforce your understanding.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at http://catalog.arizona.edu/2015-16/policies/grade.htm#I and http://catalog.arizona.edu/2015-16/policies/grade.htm#W, respectively.

Schedule of Topics and Activities
- Included at the end of this document

Classroom Behavior Policy
- To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Threatening Behavior Policy
- The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.
Accessibility and Accommodations
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.
If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.
The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.
University policy: Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Additional Resources for Students
UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html
Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Confidentiality of Student Records
http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
SPH 544 Adult Language Disorders I  
Fall 2016 – Tuesdays and Thursdays 12:30 – 1:45 p.m.  
See Reading List for Full References  
Slight adjustments may be made to this schedule as needed.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>1 Tuesday  Aug. 22</td>
<td>Course Overview and Introduction</td>
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<tr>
<td>2 Thursday Aug. 24</td>
<td>Neuroanatomy (gross anatomy)</td>
<td>Beeson/Nolte Chapt. 1</td>
</tr>
</tbody>
</table>
| 3 Tuesday Aug. 29 | Neuroanatomy (deep structures)  
Viewing the Brain: Structural MRI | Beeson/Nolte Chapt. 2 |
| 4 Thursday Sept. 1 | Visual Processing  
Brodmann Areas | Beeson/Nolte Chapt. 3 |
| 5 Tuesday Sept. 6 | Blood Supply to the Brain & Neuropathology Neuroanatomy & Brain Imaging | Beeson/Nolte Chapt. 4  
Fridriksson (2011) |
| 6 Thursday Sept. 8 | Neural Substrates of Language | Binder (2008) |
| 7 Tuesday Sept. 13 | Review | |
| 8 Thursday Sept. 15 | **Exam 1 (75 points) – Neuroanatomy & Neural Substrates for Language** | |
| 9 Tuesday Sept. 20 | Historical Aspects of the Study of Aphasia  
Beeson & Rapcsak (2006) |
| 11 Tuesday Sept. 27 | Assessment of Speech, Language, and Cognition in Adults | Review of Aphasia Tests |
| 12 Thursday Sept. 29 | Assessment of Speech, Language, and Cognition in Adults  
(Aphasia Assessment Worksheet due) | Kim (2011)  
Duffy (2013) |
<p>| 13 Tuesday Oct. 4 | Acquired Alexia and Agraphia Syndromes | Rapcsak &amp; Beeson (2011) |
| 14 Thursday Oct. 6 | Acquired Alexia and Agraphia Syndromes | Beeson &amp; Rapcsak (2011) |
| 15 Tuesday Oct. 10 | Progressive Aphasia Syndromes | Gorno-Tempini et al. (2011); Henry et al. (2014) |
| 16 Thursday Oct. 12 | Review and Case examples | |</p>
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<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Reference</th>
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<tbody>
<tr>
<td>17</td>
<td>Tuesday</td>
<td>Exam 2 (100 points) – The Nature of Aphasia</td>
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<td></td>
<td>Oct 18</td>
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<tr>
<td>18</td>
<td>Thursday</td>
<td>Introduction to Aphasia Treatment and Evidence Based Practice in Aphasia</td>
<td>Beeson &amp; Robey (2006)</td>
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<td>Oct 20</td>
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<tr>
<td>19</td>
<td>Tuesday</td>
<td>Nature and Treatment of Lexical Retrieval Impairments</td>
<td>Raymer (2011)</td>
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<td>Oct 25</td>
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<tr>
<td>20</td>
<td>Thursday</td>
<td>Lexical Treatments for Spoken &amp; Written Language. Treatment for speech production</td>
<td>Henry et al. (2013)</td>
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<td>Oct 27</td>
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<tr>
<td>21</td>
<td>Tuesday</td>
<td>Phonological and Interactive Treatments</td>
<td>Beeson, Rising, &amp; Rapcsak, 2011</td>
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<td></td>
<td>Nov. 1</td>
<td></td>
<td>Beeson et al. (2010)</td>
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<td>22</td>
<td>Thursday</td>
<td>Treatment for acquired impairment of reading</td>
<td>Kim et al. (2015)</td>
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<td>Nov. 3</td>
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<tr>
<td>23</td>
<td>Tuesday</td>
<td>Nature and Treatment of Sentence Comprehension &amp; Production</td>
<td>DeDe &amp; O’Bryan Richtsmeier (2011)</td>
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<td>Nov. 8</td>
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<td>24</td>
<td>Thursday</td>
<td>Other Aphasia Treatment Approaches Review Treatment Continuum for Aphasia</td>
<td>Helm Estabrooks (MIT)</td>
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<td>Nov. 10</td>
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<td>Helm Estabrooks (VAT)</td>
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<td>Maher et al. (CILT)</td>
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<tr>
<td>25</td>
<td>Tuesday</td>
<td>Discussion of treatment articles in class (Small group presentations/discussions)</td>
<td>Self-selected treatment articles</td>
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<td>Nov. 15</td>
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<td>No lecture - ASHA Convention Optional in-class review</td>
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<tr>
<td>26</td>
<td>Thursday</td>
<td>No Class - Thanksgiving</td>
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<td></td>
<td>Nov. 17</td>
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<tr>
<td>27</td>
<td>Tuesday</td>
<td>Exam 3 (100 points) – Treatment of Aphasia, Alexia, and Agraphia</td>
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<td>Nov. 22</td>
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<td>No Class - Thanksgiving</td>
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<td></td>
<td>Nov. 24</td>
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<tr>
<td>28</td>
<td>Tuesday</td>
<td>The Dual Brain: Hemispheric specialization and coordination; Right Hemisphere Disorders</td>
<td>Jung-Beeman (2005)</td>
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<td></td>
<td>Nov. 29</td>
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<tr>
<td>29</td>
<td>Thursday</td>
<td>Right Hemisphere: Assessment (Turn in Worksheet on RHD Assessment)</td>
<td>Tompkins et al. (2015)</td>
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<td></td>
<td>Dec. 1</td>
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<td>Review RHD tests</td>
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<tr>
<td>30</td>
<td>Tuesday</td>
<td>Right Hemisphere: Treatment</td>
<td>Blake (2011)</td>
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<td>Dec. 6</td>
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<td>Self-selected treatment articles</td>
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<td></td>
<td>Friday</td>
<td>Final Exam (60 points) (Small group presentations/discussions)</td>
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<td>Dec. 9</td>
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<td>1:00 pm -</td>
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<td>3:00 pm</td>
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Part 1: Neuroanatomy and Neural Substrates of Language

   a. Beeson/Nolte Chapter 1. Neuroanatomical foundations for speech and language: Gross anatomy
   c. Beeson/Nolte Chapter 3. The vascular system and consequences of vascular damage.
   d. Beeson/Nolte Chapter 4. The visual system.


Part 2: The Nature of Aphasia


Part 3: Treatment of Aphasia, Alexia, and Agraphia


7. Additional Readings:
      Chapter 16: Melodic Intonation Therapy
      Chapter 18: Visual Action Therapy

Part 4: The Nature and Treatment of Right Hemisphere Disorders

