GOVERNORS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
Division of Communication Disorders

SYLLABUS

COURSE NUMBER: CDIS 836
COURSE TITLE: APHASIA SEMINAR
COORDINATOR: Mary Eleise Jones, Ph.D.
CREDIT HOURS: 3 Hours
DATE: Fall, 1987
FOR: Graduate

COURSE DESCRIPTION:
Explores etiology and linguistic manifestations of aphasia; normal and dysfunctional neuroanatomical processes. Student performs a differential diagnosis of aphasia and develops a therapeutic program.

COMPETENCY STATEMENTS: Upon completion of the course the student is able to:

1) Identify and describe the neuroanatomical and neurophysiological correlates of aphasia.
2) Identify the major historical milestones in the development of aphasia theory.
3) Identify and describe other speech/language disorders that may coexist with aphasia.
4) Describe the various diagnostic tools for assessing aphasia and demonstrate their use.
5) Describe therapeutic intervention strategies for specific deficits associated with aphasia.
6) Develop a therapeutic program for an aphasic client.
7) Describe deficits associated with injury to the right cerebral hemisphere.

REQUIRED TEXT:
Brookshire, R. H., An Introduction to Aphasia (2nd Edition)
COURSE OUTLINE: The course will be divided into five major sections:

I. Historical Perspectives
   A. Aphasia Defined
   B. History of Aphasia
   C. History of Aphasia Rehabilitation

II. Neuroanatomical and Neurophysiological Correlates
   A. What is the brain?
   B. Components of the brain and their connections
   C. Meninges and cerebrospinal fluid
   D. Gross anatomy of the brain
   E. Brain stem
   F. Cranial nerves
   G. Spinal cord and spinal nerves
   H. Cerebellum
   I. Blood supply of the central nervous system
   J. Visual system
   K. Relationship between brain injury and behavior
   L. Causes of aphasia
   M. Types of aphasia
   N. Cerebral dominance, laterality and language functions
   O. The right hemisphere

III. Recovery from Aphasia
   A. The period of spontaneous recovery
   B. Changing profiles of recovery
      1. Modality shifts
      2. Changes in "type" of aphasia
   C. Prognostic factors related to recovery
      1. Etiology of aphasia
      2. Site and extent of lesion
      3. General health and associated sensory and motor deficits
      4. Age
      5. Sex
      6. Psychosocial factors
      7. Intellectual and educational levels
      8. Others
   D. Making a prognosis
   E. Traumatic injury vs. vascular injuries
   F. Cognitive deficits

IV. Evaluation of Aphasia
   A. Purposes of evaluation
   B. Functional communicative assessment
      1. Functional communication profile
      2. Communicative abilities in daily living
   C. Formalizing testing
      1. Boston diagnostic aphasia examination
      2. Examining for aphasia
CDIS 836: Aphasia Seminar

3. Minnesota Test for Differential Diagnosis of Aphasia
4. Token Test
5. Porch Index of Communicative Ability
6. Others

D. Coexisting Disorders
1. Apraxia
2. Dysarthria
3. Language of confusion
4. Language of generalized intellectual impairment

V. Aphasia Therapy

A. The value of therapy
B. Treatment vs. no-treatment
C. Treatment principles
D. Setting up a hierarchy
E. Where to begin: improving input processing
F. Expressive tasks
G. Working with high-level patients
H. Special management procedures
   1. Group therapy
   2. PACE
   3. Melodic Intonation Therapy (MIT)
   4. Visual action therapy
   5. Working with globally aphasic patients
   6. Possible adjuncts to therapy
I. Computer technology in aphasia
J. Other considerations

LEARNING ACTIVITIES:

1. A videotape of an actual aphasia diagnostic evaluation using the Boston Diagnostic Aphasia Examination has been placed on reserve in the University Library. You are to preview the videotape and record the patient's responses on a Boston score sheet. Based upon the results of the diagnostic evaluation, you are to develop a complete therapeutic intervention program which includes goals/objectives and specific activities for therapy.

2. Observe two (2) sessions of therapy with aphasic clients. Prepare a written summary of your observation.

EVALUATION: Final grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>3 examinations</td>
<td>60%</td>
</tr>
<tr>
<td>Videotape exercises</td>
<td>25%</td>
</tr>
<tr>
<td>Observations</td>
<td>15%</td>
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A = 90-100
B = 80-89
C = 70-79

Below 70% is considered unsatisfactory (U) in a graduate level course.

NOTE: (1) There will be no make-up examinations.
(2) All assignments must be submitted by the due date. Any late assignment will be lowered by one letter grade for each week that it is late.