Instructor:  Dr. Richard K. Adler, Ph.D., C.C.C., SLP, F-ASHA
218-477-5841
adlerri@mnstate.edu
Location:  Monday, Grier Hall 102
Time:  5PM to 7:50PM
Text:  Introduction to Neurogenic Communication Disorders by Robert
Brookshire, Sixth Edition, Mosby Publishers

Course Objectives:
1. Students will be able to identify and explain the etiology of (Organic) Acquired
Speech and Language Impairments in Adults.
2. Students will interpret and critique recent research literature on one specific
Acquired Speech and Language Impairment type (TBI, Aphasia, RHD, WLD, Dementia)
and summarize appropriate diagnostic and therapeutic measures for this disorder.
3. Students will describe and explain the neurological correlates of the various acquired
language disorders in adults.
4. Students will differentiate and describe the major types of acquired language
disorders in Adults including TBI, Aphasia, RHD, WLD, and Dementia.
5. Student will observe and interpret a diagnostic and/or several therapy sessions at a
nursing home or hospital with one of the above mentioned patient diagnoses and be able
to explain and interpret the goals and prognosis for that patient.

References on Reserve in the Library:
1. Sohlberg and Mateer, Introduction to Cognitive Rehab
2. Bigler, Traumatic Brain Injury
3. Parente and Hermann, Retraining Cognition
4. Wood and Fussey, Cognitive Rehab in Perspective
5. K. Bellenir, ed., Alzheimers Disease Sourcebook
6. Sarno, Martha, ed., Acquired Aphasia
7. Nadeau, Rothi, and Crosson, eds., Aphasia and Language
8. Goodglass, Understanding Aphasia
9. Davis, Albyn, Survey of Adult Aphasia and Related Language Disorders
10. Myers, Penny, Right Hemisphere Damage
This Course Meets ASHA Standards:

1. **Standard IIIB**: Demonstrating Knowledge of basic human communication and swallowing processes, including biological, neurological...linguistic and cultural bases.
2. **Standard IIIC**: Demonstrate Knowledge of the nature of speech, language, communication disorders and differences...including their etiologies, characteristics, anatomical...linguistic and cultural correlates including areas such as Articulation, Fluency, Voice/Resonance, and Receptive and Expressive Language.
3. **Standard IIID**: Student must possess knowledge of the principles and method of prevention, assessment, and intervention for people with communication...disorders including anatomy, neuroanatomy...socio and psycho” linguistic and cultural correlates of the disorders.
4. **Standard IVG**: A program of study that includes supervised clinical experiences...including observations...through academic course work, examinations, independent projects, and other alternative methods.

Course Requirements:

1. **Observation** of a Patient for anywhere from two to five sessions. This patient’s diagnosis will be from one of the major diagnoses of this course including TBI, Aphasia, WLD, RHD, or Dementia. Student will write up a one or two page summary of the observation including diagnosis, goals, objectives, progress, prognosis and a critique of the goals (whether they are appropriate for that patient and his/her diagnosis). **This is due by November 22, 2004 at 5pm. This requirement is worth 10% of your final grade in this course.** Each student will prepare a 5 minute talk on the patient to present to the class (you may use power pint or overheads, etc.).

2. **Research Article**: Each student will select an article from a professional, juried journal and write up no more than a two page annotation. Article should be on one of the above mentioned topics for this class. This article will be included in your bibliography for the paper that is described in the next requirement. Annotation should have the bibliography entry on the top (APA Style) and a summary of the purpose of the article, methods used in the study, description of the subjects, and an outline of the results and recommendations from the authors. Include a paragraph analysis of how this article would help you as a future clinician. **This is due by November 15, 2004 at 5pm. This requirement is worth 10% of your final grade in this course.** Each student will give an oral summary of the article at the same time as he/she presents the summary of the observation in number one above. A ½ to one page handout summary of the article only to each classmate should be given at the time of the presentation.

The above presentations will be done on November 29, 2004. A schedule will be given to each student about a week or so before the presentations are to be done.

3. **Research Paper**: A short research paper (Minimum of (5) Five but NO MORE THAN (10) ten pages). The topic for this paper should be narrowed down to one particular area of topics for this course as described above (i.e. Aphasia, TBI, etc.).
Topics should then be further narrowed down to a specific Therapy aspect of that area, i.e. “A Therapy Approach for Conduction Aphasia.” Topics must be discussed with and approved by the instructor of this course. A written statement of the topic of our choice should be brought to the meeting you have with the instructor for approval. This statement should include a) Topic Area (i.e. Aphasia), b) Statement of the Problem (i.e. Therapy for a Conduction Aphasic should follow Lindamood’s Guidelines), c) Hypothesis (i.e. what are you trying to prove, i.e. “Conduction Aphasia Patients Benefit the Most from Visual Action Therapy), d) Rationale for doing this topic. A bibliography (minimum of ten (10) sources (the oldest one cannot be before 1994 unless approved first by the instructor) is required. The article chosen for requirement #2 above should be part of these 10 sources. This paper is worth 30% of your grade and is due by November 29, 2004 at 5pm.

4. Midterm Examination: 25% of your final grade. To be held in class on October 11, 2004.

5. Final Examination: 25% of the final grade. To be held in our classroom on December 13, 2004 from 5pm to 8pm.

Text Readings: It is assumed that each student will keep up with the text readings. I hope that each student will have each chapter read before each class so a discussion could take place. I like to Lecture/Discuss and give case history examples. I have a lot of examples to give you and I hope that would trigger many questions from each of you as far as application of theory to therapy. Be inquisitive.

Daily Course Outline:

WEEK OF:

August 23: Introduction to Neurogenics; neurological basis of communication disorders in adults, neuroanatomy discussion; correlates of Aphasia, RHD, TBI, WLD and Dementia. Chapter 1.

August 30: Chapter 2; Assessment of Adult Communication Disorders

September 6: Labor Day Holiday, No Class

September 13: Chapter 3: General Assessment in Neurogenics including neurology, behavior, cognition, etc.

September 20: Chapter 4; General Aphasia and Related Disorders

September 27: Chapter 5: Aphasia Assessment; Related Disorders’ Assessment

October 4: Chapter 6: Aphasia Treatment
October 11:  Midterm Examination

October 18:  Chapter 7:  Aphasia Treatment Continued

October 25:  Chapter 8:  RHD

November 1:  Chapter 9:  RHD Wrap up; TBI

November 8:  Chapter 10:  Wrap up TBI; Introduction to Dementia

November 15:  Chapter 11: Introduction to Motor Speech Disorders

November 22:  Case Histories:  How to write and plan a Goal and Objective?

November 29:  Goals and Objectives Continued; Oral Presentations Begin

December 6:  Finish G’s and O’s if needed; Finish Oral Presentations; Review

December 13: Final Examination 5pm in Grier 102

Office Hours:
  Mondays:  1pm to 2pm; 3pm to 4pm
  Tuesdays:  10am to 11am
  Wednesdays:  1pm to 2pm
  Thursdays:  9am to 11am
  Fridays:  1pm to 2pm

Feel free to just “drop in” if you need to talk to me. Usually my door is open unless I have something pressing to get done. Let me know how I can help you even if you can’t make it during my posted office hours.

Grades for this Course:
98-100:  A+
95-97:  A
91-94:  A-
88-90:  B+
85-87:  B
81-84:  B-
78-80:  C+
74-77:  C
71-73:  C-
68-70:  D+
65-67:  D
61-64:  D-
60 or Below:  F
If a student’s average comes out to be, for instance, 87.5, I will usually round that off to an 88 and the student would get a B+ but if the average was 87.3, the student usually gets a B unless throughout the semester I know that the student worked very hard and I would usually bump up the B to a B+ at my discretion. If the student did not show much initiative, then a B would be given.

**Attendance:** You are required to attend every class. You cannot make up an exam or an oral presentation unless you are extremely ill or if there was a death or severe illness in your family. Written assignments are due as stated—no exceptions. If you are persistently late or absent, I will use that record to help me decide your final grade if you are between, for example, an A or B or C. I will also ask you to have a conference with me ASAP as to the reasons for your tardiness or absences. So just show up for class and learn and ask questions!!! Let’s be mature about it.

**Cheating, Laziness, and Plagiarism:** I have no tolerance for lazy or cheating students. If you plagiarize, you automatically fail that assignment with a grade of F. If you cheat, you will get an automatic F for that test or assignment. Lazy students bug me and annoy me. If I feel you are being lazy and contributing little to the class (I understand if you are just a shy student who usually doesn’t talk in class much—but just try this semester and next) I will ask you to have a conference with me and we will work something out.

**Disability Students:** A documented disability (physical, mental, emotional, learning, or other) allows a student to have accommodations to help him/her with the class. “Students with Disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at MSUM at 477-2652 or 477-2047 (TTY), CMU 222 as soon as possible to ensure that accommodations are implemented in a timely fashion. The only one who will know about these accommodations for this class will be Mr. Toutges, the student, and the instructor for the course.

**Tutoring Help:** If you are a poor writer, have test anxiety, are a poor organizer and afraid to write or if you need help with the mechanics of studying, test taking, writing or public speaking, speak to me as soon as possible so I can help you and perhaps offer you assistance. The WriteSite is available for writing help…..contact Dr. Sue Shaw at MSUM. And the counseling center at MSUM is always available to you and it has been very helpful for many of my students in the past….they work on test anxiety, personal problems that affect your academic and clinical performances, and other areas as well.

**NOTES:**
Email Accounts: I would like to ask all of those students who do not use an “mnstate.edu” email to get one and tell me what it is so I can add you to the class listserve using the MSU email.

Oftentimes, hotmail accounts fill too easily or you might forget to look at your email one day and there could be an important message about weather related cancellations or something of that nature.

If you have an mnstate.edu email, you will automatically get a cancellation email but if you use your hotmail account (or an email address other than mnstate.edu), you will not be informed of such cancellations or other matters.

Final Exam Policy: When you get all of your class syllabi, check to see if you are scheduled for more than two class exams or final exams in one day. You are not required to sit for more than two class exams or final exams in one single day. You may make arrangements to change that as soon as you find out about the exam schedules for your classes.

Plagiarism/Turnitin.Com: In this course, all required assignments may be subject to submission for textual similarity review through the Turnitin.com web site; the instructor may use the tool to check for originality of students’ work. All submitted papers may be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use Posted on the Turnitin.com website:

http://www.mnstate.edu/instructres/turnitin.htm