

**CSD 606: Cognitive Linguistic Disorders in Adults**  
**Fall 2019**  
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**Class meeting time:** Wednesdays 12:30-3:20pm

**Classroom assignment:** Ferguson Rm 325

**Office hours:** Tuesdays 10:00am-12:00 in Ferguson 320. Please let me know if you are not able to attend office hours. I am happy to meet with you outside of this scheduled time. I am also available by email to answer questions.

### **I. Course Purpose and Overview**

The purpose of this course is to provide the requisite knowledge required to understand, evaluate and treat acquired adult language disorders. Neurological, theoretical and clinical perspectives to adult language disorders will be explored.

Students will learn through assigned readings of book chapters and research articles, lectures, discussion, class participation and class projects. Case studies including case history, neurological exam results, behavioral symptoms, and/or lesion information will be used to develop clinically relevant skills. Students will also be required to incorporate knowledge of theoretical models and research to develop evidenced based treatment approaches in response to clinical cases provided by the instructor.

### **The content of this course is designed to help you meet the following clinical certification standards:**

**ASHA Standard IV-B:** Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**ASHA Standard IV-C:** Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

**ASHA Standard IV-D:** Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

**ASHA Standard IV-E:** Demonstrate knowledge of standards of ethical conduct.

**ASHA Standard IV-F:** Demonstrate knowledge of processes used in research and of the integration of research principles into evidence based clinical practice.

**ASHA Standard IV-G:** Demonstrate understanding of contemporary professional issues

### **II. Course Objectives**

#### **Knowledge Objectives:**

You will be able to:

- Demonstrate knowledge of the anatomical and physiological bases of language and cognition.
- Demonstrate knowledge of the vascular supply and consequences of cerebral vascular events.
- Demonstrate knowledge of etiologies other than vascular events that can result in acquired language problems in adults.
- Demonstrate knowledge of the components of aphasia and other acquired language disorders, including:
  - Etiology
  - Lesion site
  - Neurological symptoms
  - Speech/language/cognitive symptoms
  - Bilingual/Multicultural/cultural factors to consider
- Demonstrate knowledge of cognitive and language tests, including:
  - Administration procedures
  - Scoring and interpreting results
  - Intended populations
  - Validity, reliability, cultural appropriateness, etc.
- Demonstrate knowledge of theoretical models (e.g., psycholinguistic, cognitive neuropsychological) of cognition and language.
- Demonstrate knowledge of behavior associated with cognitive and language problems and how to test and/or refer for these problems.
- Demonstrate knowledge of ethics regarding assessment and treatment of adults with acquired cognitive linguistic disorders and how to apply the principles of the ethics in class activities and on case studies.
- Demonstrate basic knowledge of types of neuroimaging and what they are commonly used for.
- Demonstrate basic knowledge of the principles of neuroplasticity and how they can be applied to language and cognitive-linguistic treatment.
- Demonstrate knowledge of being able to read relevant literature and evaluate it critically to inform evidence-based practice.

### **Skill Objectives**

You will be able to:

- Administer and interpret results from tests used to assess acquired cognitive-linguistic disorders.
  - Analyze test results (e.g., language batteries, cognitive batteries, naming, etc.) from speakers with acquired cognitive linguistic disorders.
  - Interpret error types in persons with acquired language disorders.
- Critically and ethically consider best assessment and treatment options for individuals who are bilingual or multilingual (i.e., do not share the same language background as you).

- Design assessment protocols for individuals with acquired cognitive-linguistic disorders.
- Interpret data from assessments of acquired cognitive-linguistic disorders
- Develop evidence-based intervention plans given case data for adults with acquired cognitive-linguistic disorders.
- Construct answers to questions that caregivers commonly ask about acquired cognitive-linguistic disorders.
- Design treatments that include functional and impairment-based approaches to treatment.
- Demonstrate competence in describing basic assessment protocols and how to adapt them based on emerging findings in order to determine an adequate diagnosis and/or differential diagnosis.
- Demonstrate competence in interpreting treatment literature and using it to develop appropriate, theoretically sound treatment paradigms for a variety of acquired language problems.

### III. Course Materials

#### Required Materials

- Lecture notes will be posted on Canvas
- Additional materials and readings will be posted on Canvas and will include research articles and textbook chapters

#### Required text:

Papathanasiou, I., Coppens, P., & Potagas, C. (2017). *Aphasia and Related Neurogenic Communication Disorders* (2<sup>nd</sup> ed.). Jones & Bartlett Learning, Burlington.

### IV. Assignments & Grading

#### 1. Tests

**Test #1 (50 points):** All material up to test date (Neuro review and Aphasia)

**Test #2 (50 points):** All material between exam 1 and exam 2 and some comprehensive aspects (RHD and TBI)

#### 2. Projects

**Assessment Activity (20 points)-** You will complete an assessment reflection with a partner. The reflection will require that you and your partner spend time with an assessment and practice administering the assessment to each other. You will not be able to take these assessments home, so plan accordingly to make sure you have time to review and practice with the assessments. You will also have an opportunity to review assessments during class time throughout the course, but you will need additional time to complete this assignment.

**Treatment article reviews (10 points each for a total of 30 points)-** This project will require you to select and review a treatment article (from a pre-approved list). You will then have to summarize the salient parts of the article and identify clinical implications of the authors' results. You will NOT have to complete a treatment article review for the course section that you

complete a treatment article presentation. Specific guidelines will be provided. This assignment should not be longer than 1 page double spaced. See specific rubric on canvas.

**Treatment article presentation (20 points)**- Each group will read a treatment article from the pre-approved list for one of the 4 sections of this course (Aphasia, RHD, TBI, Dementias), and create a presentation on the treatment paper for the class. This presentation should be approximately 20 minutes long with 5 minutes for questions (total of 25 minutes). A separate rubric will be provided for this assignment.

**Case study (40 points)**- The final class project will be a case study. Students will be allowed to select one case study to complete and turn in by the time/date of the final exam.

**Total points:** 210

**Course grades will be assigned as follows:**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	<60%
195-210	188-194	182-187	174-181	167-173	161-166	153-160	146-152	140-145	132-139	125-131	<124

**The grade of Incomplete** will be assigned **only** when the course attendance requirement has been met, and the granting of a final grade has been postponed because certain course assignments are outstanding (for reasons satisfactory to the instructor). See <https://reg.uncg.edu/grades/incomplete-grades/> for additional information.

## V. Other Requirements/Information

1. Students have the responsibility for activating their university email account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. will be sent to the student’s university email account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

2. It is University policy to respect its members’ observance of their major religious holidays. Students should notify instructors **at the beginning of the semester** about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director.

3. **Attendance/Participation.** You are expected to *attend* each class and, once in class, you are expected to *participate*. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

4. Absences: If you must miss an assignment or examination due to illness or emergency, you should contact the professor *beforehand*. Unexcused absences for examinations will be graded as a “0.”

5. Assignments that are submitted within one day of a due date will be lowered one letter grade. Assignments submitted within one week of the due date will be lowered two letter grades. Assignments will not be accepted after one week after the due date without prior approval from the instructor.

6. Computers and cellphones: Computers are to be used for in-class purposes **only** (e.g., taking notes, following the lecture slides). Searching the Web, answering e-mail and checking Facebook, etc. should **not** be done in class for obvious reasons. It is also distracting and unfair to the students around you. Cellphones should be put on silent during class. If you need to text or use the phone, then please leave the classroom to do so.

7. Sexual Harassment and Violence Reporting – The University is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator. For further information on this issue and options for anonymous reporting see the link below:

<https://sa.uncg.edu/dean/sexual-misconduct/sexual-misconduct-resources/>

## **VI. Academic Integrity**

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges.

Accurate citation of work must be completed in all papers. Anything you write that was not your original idea should include a citation. Without a citation, you are committing plagiarism.

Accurate citation of information is an important part of academic integrity and professionalism and will not be taken lightly in this course. For further information on the University policies related to this issue, see the link below:

<https://osrr.uncg.edu/academic-integrity/>

## **VII. Accommodations for Learning or Access differences**

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Accessibility Resources & Services (OARS) for information about registration. You can reach OARS by email at [oars@uncg.edu](mailto:oars@uncg.edu), call 336.334.5440, or register online (<https://ods.uncg.edu/>). Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. If you require accommodation, please let me know as soon as possible so that I can make sure those accommodations are met. Please report any access related concerns about instructional material to OARS and to me as your instructor.

## **VIII. Class Agenda**

Date	Topic/Lecture	Assigned readings	Assessments/ Assignments due
8/21/19 Class 1	Review syllabus, Lecture 1: Neuro anatomy and vasculature review	Just come to class!	
8/28/19 Class 2	Lecture 2: General Assessment and Aphasia Assessment  Lecture 3: Treatment principles, concepts and perspectives  Aphasia Assessment hands-on activity	Chapter 5 and chapter 4 from textbook  Hengst, J. A., Duff, M. C., & Jones, T. A. (2018). Enriching communicative environments: Leveraging advances in neuroplasticity for improving outcomes in neurogenic communication disorders. <i>American journal of speech-language pathology</i> , 28(1S), 216-229.  <b>Optional:</b> Raymer, A. M., Beeson, P., Holland, A., Kendall, D., Maher, L. M., Martin, N., ... & Altmann, L. (2008). Translational research in aphasia: From neuroscience to neurorehabilitation. <i>Journal of Speech, Language, and Hearing Research</i> , 51(1), S259-S275.	
9/4/19 Class 3	Finish Lecture 3: Treatment principles, concepts and perspectives  Lecture 4: Aphasia classification and, aphasia types	Chapter 3 from text book  And readings from 8.28.19  <b>Optional:</b> Boyle, M. (2010). Semantic feature analysis treatment for aphasic word retrieval impairments: What's in a name?. <i>Topics in stroke rehabilitation</i> , 17(6), 411-422.	
9/11/19 Class 4	Lecture 5: Models of single word retrieval—speaking  Lecture 6: Sentence production and comprehension and sentence level treatment	Chapter 9 and Chapter 12  Dell, G. S., Schwartz, M. F., Martin, N., Saffran, E. M. & Gagnon, D. A. (1997). Lexical access in aphasic and nonaphasic speakers. <i>Psychological review</i> , 104(4), 801.	

		<p>Edmonds, L. A. (2014). Tutorial for Verb Network Strengthening Treatment (VNeST): Detailed description of the treatment protocol with corresponding theoretical rationale. <i>Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders</i>, 24(3), 78-88.</p> <p><b>Optional:</b> Nicholas, L. E., &amp; Brookshire, R. H. (1993). A system for quantifying the informativeness and efficiency of the connected speech of adults with aphasia. <i>Journal of Speech, Language, and Hearing Research</i>, 36(2), 338-350.</p>	
9/18/19 Class 5	<p>Lecture 7: Discourse level language comprehension and production</p> <p>Lecture 8: Bilingual Aphasia</p> <p>Treatment presentations</p>	and chapter 13 and 16 from textbook	Treatment presentations (article summaries due for those not presenting)
9/25/19 Class 6	<p>Lecture 9: Alexia and Agraphia</p> <p>Remote Lecture 11: supported conversation</p>	<p>Jensen, L. R., Løvholt, A. P., Sørensen, I. R., Blüdnikow, A. M., Iversen, H. K., Hougaard, A., ... &amp; Forchhammer, H. B. (2015). Implementation of supported conversation for communication between nursing staff and in-hospital patients with aphasia. <i>Aphasiology</i>, 29(1), 57-80.</p> <p><b>Optional:</b> Simmons-Mackie, N. (2009). Thinking beyond language: Intervention for severe aphasia. <i>Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders</i>, 19(1), 15-22.</p> <p><b>Optional:</b> Purdy, M., Coppens, P., Madden, E. B., Mozeiko, J., Patterson, J., Wallace, S. E., &amp; Freed, D. (2019). Reading comprehension treatment in aphasia: A systematic review. <i>Aphasiology</i>, 33(6), 629-651.</p>	Test 1 online

		<p><b>Optional:</b> Beeson, P., Rapcsak, S., Plante, E., Chargualaf, J., Chung, A., Johnson, S., &amp; Trouard, T. (2003). The neural substrates of writing: A functional magnetic resonance imaging study. <i>Aphasiology</i>, 17(6-7), 647-665.</p>	
10/2/19 Class 7	<p>Lecture 12: Right hemisphere function and disorder</p> <p>Assessment practice</p>	<p>Chapter 17 from textbook</p> <p>Blake, M. L., Duffy, J. R., Myers, P. S., &amp; Tompkins, C. A. (2002). Prevalence and patterns of right hemisphere cognitive/communicative deficits: Retrospective data from an inpatient rehabilitation unit. <i>Aphasiology</i>, 16(4-6), 537-547.</p>	Hands on Assessment activity
10/9/19 Class 8	<p>Lecture 13: Theory and Treatment options for RHD</p> <p>Treatment presentations from 3 groups</p>	<p>Chapter 18 from textbook</p> <p>Blake, M. L. (2007). Perspectives on treatment for communication deficits associated with right hemisphere brain damage. <i>American Journal of Speech-Language Pathology</i>.</p>	Treatment presentations (article summaries for those not presenting)
10/16/19 Class 9	<p>Lecture 14: Traumatic Brain Injury</p> <p>Neuroanatomical underpinnings</p> <p>Impact on cognitive-communicative abilities</p> <p>Assessment practice</p>	<p>Chapter 19 from textbook</p> <p><b>Optional:</b> Knollman-Porter, K., Constantinidou, F., Beardslee, J., &amp; Dailey, S. (2019, February). Multidisciplinary management of collegiate sports-related concussions. In <i>Seminars in speech and language</i> (Vol. 40, No. 01, pp. 003-012). Thieme Medical Publishers.</p>	Hands on assessment activity
10/23/19 Class 10	<p>Lecture 15: TBI stages</p> <p>Treatment and collaboration</p>	<p>Cicerone, K., Levin, H., Malec, J., Stuss, D., &amp; Whyte, J. (2006). Cognitive rehabilitation interventions for executive function: moving from bench to bedside in patients with traumatic brain injury. <i>Journal of cognitive neuroscience</i>, 18(7), 1212-1222.</p>	



		Zickefoose, S., Hux, K., Brown, J., & Wulf, K. (2013). Let the games begin: A preliminary study using Attention Process Training-3 and Lumosity™ brain games to remediate attention deficits following traumatic brain injury. <i>Brain injury</i> , 27(6), 707-716.	
10/30/19 Class 11	Lecture 15: TBI continued  Treatment presentations	Gilmore, N., Ross, K., & Kiran, S. (2018). The Intensive Cognitive-Communication Rehabilitation Program for Young Adults With Acquired Brain Injury. <i>American journal of speech-language pathology</i> , 28(1S), 341-358.  Kennedy, M. R., & Coelho, C. (2005, November). Self-regulation after traumatic brain injury: A framework for intervention of memory and problem solving. In <i>Seminars in Speech and Language</i> (Vol. 26, No. 04, pp. 242-255). Copyright© 2004 by Thieme Medical Publishers, Inc., 333 Seventh Avenue, New York, NY 10001, USA.	Treatment presentations (treatment summaries due for those not presenting)
11/6/19 Class 12		Test 2: RHD and TBI	
11/13/19 Class 13	Lecture 16: Introduction to Dementias and Assesment	Gorno-Tempini, M. L., Hillis, A. E., Weintraub, S., Kertesz, A., Mendez, M., Cappa, S. F., ... & Manes, F. (2011). Classification of primary progressive aphasia and its variants. <i>Neurology</i> , 76(11), 1006-1014.	Hands on assessment activity
11/20/19 Class 14	Lecture 17: Approaches to treatment in populations with Dementia  Treatment presentations for dementias	Reilly, J. (2016). How to constrain and maintain a lexicon for the treatment of progressive semantic naming deficits: principles of item selection for formal semantic therapy. <i>Neuropsychological rehabilitation</i> , 26(1), 126-156  <b>Optional:</b>	1 Treatment presentation (article summaries for those not presenting)

		Cadório, I., Lousada, M., Martins, P., & Figueiredo, D. (2017). Generalization and maintenance of treatment gains in primary progressive aphasia (PPA): a systematic review. <i>International journal of language &amp; communication disorders</i> , 52(5), 543-560.	
11/27/19	No class— Thanksgiving		
12/4/19 Class 15	Guest speaker Elise Eifert-topic TBA  Supporting conversation	TBA	Assessment reflections due 1 treatment presentation for Dementias
12/6/19	Final <b>PROJECT DUE</b>		
<b>HAVE A GREAT WINTER BREAK!</b>			

\*Class topics, dates, assignments and readings are subject to change at the instructor's discretion.