


<b>ORIGINATOR'S SECTION:</b>	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016
2. Current Course abbreviation and Number: SLP 673a	

TYPE OF CHANGE(S). Check ☒ all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input checked="" type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked (☒) above.**NEW INFORMATION:****CURRENT INFORMATION:**

3. Title:	Course abbreviation and Number:
4. Abbreviated Title for Banner (no more than 25 characters):	Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
5. Number of Units:	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)
6. Catalog Description:	Number of Units:
	Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)

7. Mode of Instruction\* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C2
Activity	1	C17
Lab		

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

**8. Grading Method:\***

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
☐ Credit/No Credit Only (C)  
☐ Credit/No Credit or Report-in-Progress Only (CP)

**Grading Method:\***

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
☐ Credit/No Credit Only (C)  
☐ Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

**10. Course Requires Consent for Enrollment?**

- ☐ Yes   ☐ No  
☐ Faculty   ☐ Credential Analyst   ☐ Dean

**Course Requires Consent for Enrollment?**

- ☐ Yes   ☐ No  
☐ Faculty   ☐ Credential Analyst   ☐ Dean

## CURRENT INFORMATION:

<input type="checkbox"/> Program/Department/Director/Chair
<b>11. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
<b>12. Is Course Cross Listed:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course
<b>13. Prerequisite(s):</b>
<b>14. Corequisite(s):</b>
<b>15. Documentation attached:</b> <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline

## NEW INFORMATION:

<input type="checkbox"/> Program/Department/Director/Chair
<b>Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
<b>Is Course Cross-listed?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
<b>Prerequisite(s):</b>
<b>Corequisite(s):</b>

## PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

**16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?** ☒ Yes ☐ No

If yes, please specify:

Master of Science in Speech-Language Pathology required course

**17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)** Check "yes" if the course is cross-listed. ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

**18. Reason(s) for changing this course:**

The MS in SLP has engaged in annual self-study for program improvement which has resulted in changes to the curriculum to include additional content in adult neurogenic communication disorders. We had initially proposed to add one additional unit of C17 lab; however, we decided to put the lab into an already existing course (SLP 654) and allow the additional time for increased academic content knowledge for the course itself – thus changing the additional unit from C17 to C2. This is more feasible for the students as they would otherwise have too many labs for the time they have available – they will get the hands-on experience in SLP 654.

## SIGNATURES : (COLLEGE LEVEL) :

## (UNIVERSITY LEVEL)

Suzanne Moingou 8/29/16  
 1. Originator (Please Print) \_\_\_\_\_ Date \_\_\_\_\_  
 2. Program Director/Chair \_\_\_\_\_ Date 10/21/16  
 3. College Curriculum Committee \_\_\_\_\_ Date 10/24/16  
 4. College Dean (or Designee) \_\_\_\_\_ Date 11/8/16

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_  
 7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES**

**EDSL 673a: Language Disorders in Adults  
Quad 102  
Monday: 9-11  
Wednesday 9-12  
Fall 20xx**

<b>Professor:</b>	<b>Suzanne Moineau, Ph.D., CCC/SLP</b>
<b>Phone:</b>	<b>760.750.8505</b>
<b>E-Mail:</b>	<b>smoineau@csusm.edu</b>
<b>Office:</b>	<b>UH 305</b>
<b>Office Hours:</b>	<b>by appointment</b>

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**MISSION STATEMENT**

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

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**COURSE DESCRIPTION**

**Course Description in the Catalog:**

Exploration of acquired language disorders in adults. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models of the nature of language breakdown.

**Course Prerequisites:** EDSL 691: Neuroscience for the Speech-Language Pathologist

**Student Learning Outcomes:** These outcomes are aligned with ASHA's Practice Policies on Knowledge and Skills Needed by SLP's providing services to individuals with Cognitive-Communication Disorders. The KAS were developed by ASHA's special interest division II: Neurophysiology and neurogenic speech and language disorders: <http://www.asha.org/policy/KS2005-00078/>. Additional information and references can be found at:

<http://www.asha.org/academic/curriculum/slp-aneuro/deskref.htm> . Upon completion of this course, students will be able to:

1. Explain the neurology underlying cognitive-linguistic functioning (quiz/exam)

2. Explain the cognitive functions (i.e. perception, attention, memory and executive function) and its relationship to language (structure/form/content) and communication (content/use) (quiz/exam)
3. Explain the etiology, neuroanatomical correlates and differential diagnosis of primary language disorders in adults, specifically focusing on the various forms of aphasia. Students will be able to describe the specific behavioral profiles associated with each of this disorder's subtypes, and differentially diagnose them based on neurological and behavioral profiles. (quiz/exam)
4. Demonstrate knowledge and skills of screening and assessment tools and techniques, including understanding administration, scoring and interpretation. Students will demonstrate understanding of the relevance of case histories in guiding assessment and recommendations/prognoses. (screening assessment; case assessment report; exam)
5. Demonstrate knowledge and skills in treatment techniques and procedures, evidence-based practice, planning, selecting and writing up appropriate treatment goals/plans and understanding of how to administer such treatment for the various disorders we treat. (case treatment report; exam)
6. State factors that impact prognosis and outcomes; educate and advocate for families regarding available resources and services (case assessment report/exam)

These SLOs will be measured by a number of applied assignments. All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins, unless otherwise specified/arranged with the instructor. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. The Writing Center is available for support (Kellogg Library 1103). It is expected that you will complete your work independently and without consultation or assistance of other students and outside sources unless so specified in the assignment.

### **Assignments: Total 195 points**

**Quizzes:** (4 quizzes at 5 points each for a total of 20 points). You will take 4 in class quizzes over content knowledge related to neurology; cognition; relationship b/w language and cognition; differential diagnosis across syndromes; behavioral profiles; and factors impacting prognosis and outcomes)' **Standards IV-A-D; IV-H** (Formative Assessment measures)

**Screening Assessment:** (30 points). You will administer a bedside screening tool to: 1) a high fidelity client (Western Aphasia Battery Bedside). You will be expected to:

- 1) collect pertinent case history;
- 2) administer the battery;
- 3) accurately score the performance;
- 4) summarize your findings to include both linguistic and other nonlinguistic variables of importance;
- 5) provide a 'communication' diagnosis;
- 6) provide a prognosis with an appropriate rationale; and
- 7) make recommendations that include consideration for further testing or treatment w/a rationale.

## **Standards IV-A-D; V-A&B (Formative Assessment measure)**

Scoring: (30 points total) 15 points each with the following distribution

Case History and Administration: 5 points

Scoring and Summary of Findings: 5 points

Diagnosis, Prognosis and Recommendations: 5 points

Case Assessment & Treatment Report (20 points for the assessment report and 20 for the treatment report; total = 45 points). You will be required to collect, score and write an assessment report from on a client and develop a treatment plan for this individual. You will need to include the following:

### **Assessment: 20 points**

- 1) Relevant biographical Information, statement of the problem, and case history (5 points)
- 2) Write-up of the subtests from the standardized battery. This section should include both quantitative and qualitative data that was gathered across all sections. You should do a micro-analysis of the language structure and function to guide your treatment plan. (10 points)
- 3) A summary of findings that includes general impressions along with a diagnosis, prognosis and recommendations. (5 points)

### **Treatment: 25 points**

- 1) You will work in a group of three to develop and write HYPOTHETICAL baseline data, consistent with the assessment findings for **three of the behaviors you found to likely need treatment**. You must pick three different behaviors (e.g. subject/verb/object sentence formulation; comprehension of passive sentences; naming). From the baseline data, you will write **three** treatment goals/objectives for this client. (5 points)
- 2) You will split the three goals between your group members, each taking responsibility for **one of the goals**. You will each need to find a treatment approach that is supported in the literature for your selected goal. You may choose something from the empirical, research-based literature, or a technique used in another reliable source (e.g. textbook). You may not choose any of the treatments that I have posted videos for (e.g. VCIU, ACRT, etc.). You need to provide a sound rationale for why this approach was selected, how it should work with this client's profile and what the expected outcome should be based on the resource/reference. Your treatment plan will include the write up for just your goal. (5 points)
- 3) In your treatment report, you will explain the EXACT method by which you will implement your treatment plan for this goal. So, you must design a session that includes an explanation of how you will implement treatment towards this goal. You should include explanation of the treatment stimuli, how they will be presented (i.e. procedure), what you will do with respect to feedback, reinforcement, cueing and prompting. This should include what you do when the client gets it correct and also when they do not. In other words, you must tell me explicitly how to do the treatment. This is no easy feat – I expect that you think carefully about how you will implement treatment to make your client successful at this goal. You will end this section with how you will probe to the goal



- to determine when to change the task. Your write-up should include any necessary edits post-implementation (step#4 below). (10 points)
- 4) You will develop **all materials needed** to implement this goal and carry out a treatment session in a live in-class demonstration with your group members. You should practice your skills in giving instructions, feedback, cues, etc.. and in writing a SOAP note of your clients performance. (5 points)

**Standards IV-A-G; V-A&B (Summative Assessment Measure –signature assignment)**

**Final Examination:** (100 points). You will analyze a video assessment of a client and answer a series of practice related questions. This will include assessing whether or not various treatment methods would be appropriate for the client in question. **Standards IV-A-H; V-A&B (Summative Assessment measure – signature assignment)**

**Applications:** You will have a number of application assignments that will reflect your knowledge and skills in various aspects of assessment and treatment of neurogenic communication disorders. Some of these assignments will be completed in class, while others will be take home assignments. These assignments will be pass/fail, but you must pass each of them in order to pass the course.

**Standards IV-A-H; V-A&B (Formative & Summative Assessment measures)**

### **Textbooks/Reading Materials:**

Required:

Brookshire, R. (2014). *Introduction to Neurogenic Communication Disorders*. 8<sup>th</sup> edition. Elsevier.

Recommended:

Helm-Estabrooks, N. & Albert, M.L. (2004). *Manual of Aphasia and Aphasia Therapy* (2<sup>nd</sup> ed). Pro-Ed: Austin.

## **GENERAL CONSIDERATIONS**

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor

reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. I will attempt to respond to e-mail correspondence within 24 hours. If you have not heard from me in that amount of time, please send another message of inquiry into whether or not I have received your message. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Requirements for Professionalism**

#### **Course Attendance:**

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early

should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class. Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

**Cell Phones and Texting:** Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

**Computers, Laptops, and Tablets:** It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

**Attentiveness:** Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

### **Students with Disabilities Requiring Reasonable Accommodations**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.



Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

### **Grading Standards**

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

### **Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F = 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

## Tentative Schedule/Course Outline

Date	Topic	Assignment (if any)
Week 1	Review Neuropathology Review of our purpose (WHO model), Wellness; Language Defined	Review slides and listen to recording on Neurology Brookshire: Chapters 1-2
Week 1	Aphasia Defined; Wepman's Model; History	Review slides on <u>Intro to Adults and Aphasia prior to class</u> <b>Listen to two chats: History and Wepman prior to class</b> Darley: Aphasia without Adjectives (Reading on Website)
Week 2	Interviewing the patient; The Assessment Areas	Brookshire, Chapter 3 (bring book to class) – <b>Quiz#1</b> <u>Review slides 1-23 on Aphasia Assessment prior to class</u>
Week 2	<b>Evaluating Auditory Comprehension and Spoken Expression</b>	<b>Brookshire, Chapter 5 (pgs. 101-132)</b> <b>Clarifying assessment measures for spoken language</b>
Week 3	Review Assessment Batteries – Complete reflection on batteries	Brookshire, Chapter 5 – (pgs. 132-140)
Week 3	<b>Campus Closed – Veteran's Day</b>	
Week 4	Classification of Aphasia and Linguistic Behaviors	<u>Review slides 25-40 on Aphasia Assessment prior to class</u> <u>Review slides on Aphasia Taxonomies (independently from class) – Chapter 8</u> <b>Listen to chat on classifying aphasia prior to class</b> <b>Quiz # 2</b>
Week 4	<b>Analyze a small language sample and classify linguistic behaviors</b>	<b>Bring in all materials for WT</b>
Week 5	Structure of Evaluation; Cognitive Evaluation and Summary/Recommendations  Baselines, Goal Writing and Session Overview	<u>Review slides 41-61 on Aphasia Assessment prior to class</u> Brookshire, Chapter 4 and 6  <u>Review slides on goal writing prior to class</u> <b>Quiz # 3</b>
Week 5	Treatment Overview and the Context for Treatment of Aphasia	<b>Draft Assessment Report Due – paper copy in class*</b> <u>Review Aphasia Treatment slides 1-21</u> <b>Listen to chat on Principles of Treatment prior to class</b> Brookshire, Chapter 7(bring book to class)

Week 5	Weekend- Lab	Come w/all required materials in the folder for the weekend screenings
Week 6	Process oriented approaches – all modalities	<p>Brookshire, Chapter 9 (pgs. 211-232-bring book to class)</p> <p><u>Review Aphasia Treatment slides 22-25 (A/C)</u></p> <p><u>Review Aphasia Treatment slides 26-39 (S/E)</u></p> <p>Review: Kagan et al: Capturing Outcomes AAC slides and 4 treatment videos (VCIU, ACRT, SPPA and TAP)</p>
Week 6	Screening in groups w/manikin	
Week 7	Weekend- Lab	Come w/all required materials in the folder for the weekend screenings
Week 7	Functional and Social Approaches; Group Therapy	<p><u>Review Aphasia Treatment slides 40-62</u></p> <p>Brookshire, Chapter 9 (pgs. 243-252 – bring book to class)</p> <p><b>Quiz # 4</b></p> <p><b>Screening Assessment Due in class*</b></p>
Week 7	Treatment Implementation-	You will need to come with all necessary materials to implement the treatment you designed for your case report
Week 8	Treatment wrap-up and General Considerations	<u>Review Aphasia Treatment slides 63-76</u>
Week 8	Client visit	<b>Final Examination Due</b>