I. How and When to Reach me
Email: Subhash.bhatnagar@marquette.edu
Telephone 414-288-3390
Office: Cramer Hall – 230H
Office Hours: T, Th 10:00-11:00

II. Course Objectives:
After completing this class, students should be able to:
- Follow neurological and linguistic concepts associated with aphasia;
- Explain the vascular pathophysiology;
- Describe common methods of diagnostic neuroradiology;
- Outline linguistic features of cortical and sub-cortical syndromes;
- Discuss disorders of speaking, listening, reading, and writing
- Follow the Boston classification system of aphasia;
- Discuss major diagnostic aphasia test batteries;
- Outline the issues related to natural recovery;
- Explain the issues covered in family counseling;
- Discuss the commonly used therapeutic techniques;
- Design appropriate treatment plans based on patient’s linguistic profile.

III. ASHA Certification Standards and DPI Requirements:
- Satisfactory completion of this graduate class is intended to assist students in meeting the following clinical skills and academic knowledge required for the American Speech-Hearing-Language Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology.
- Standard IIIA. Knowledge of the principles of biological sciences related to human behaviors-speech/language/cognition.
- Standard IIIB. Knowledge of basic human communication processes including their biological, neurological, acoustic, physiological, developmental, linguistic and cultural bases issues.
- Standard IIIC. Knowledge of the nature of speech/language and communicative disorders including etiologies, anatomical, physiological, linguistic and cultural attributes in the areas of expressive and receptive language.
- Standard IIID. Knowledge principles and methods of prevention, assessment, and intervention for people with communication disorders including consideration of anatomical/physiological, psychological, developmental and linguistic and correlates of the disorders in the area of expressive and receptive language and the impact on speech and language.
- Standard IVG. Clinical skills Outcome: Receptive and Expressive Language

Completion of this course meets the following DPI WIJ requirements:
DPI Licensure
- Standard 1 a,e
• Standard 2. Learning a-e
• Standard 2, Applications a and d.
• Standard 3, e
• Standard 5. a-d.
• Standard 6. a-e
• Standard 8.
• Standard 9. a-g

IV. **Requirements and Grading:**

*Formative and summative methods will be used to assess student-learning. Formative Assessment tasks planned for ongoing measurement for the purpose of improving and monitoring student learning are sectional examinations, diagnostic reports, information seeking projects, and clinical observations. The final examination will be use to evaluate the culmination of student’s educational preparation (summative).*

Completion of all requirements is essential for a letter grade. Assignments submitted after the DUE date will not receive a credit.

1. Make a list of aphasia/stroke related resources from websites of the *American Heart Association, National Stroke Association, National Aphasia Association and other sites by Sept 17.*  
   **1 Point.**

2. Score (administer) a major aphasia test battery in a hospital or at the MU clinic, or to a colleague). A written brief report (500-1000 words) needs to be submitted during the LAST class meeting.  
   **4 points.**

   - Sign-up with clinician and/or the clinical supervisor
   - At the end, write down a summary of your observations or a diagnostic report, if you administer a test. It would include a
     - Patient’s case history, if used, as well as the concerns
     - description of testing tools
     - description of testing results
     - narration of the impression and recommendation

3. Each student will work for 2 hours with a patient with aphasia OR will observe treatment sessions for 4 hours.  
   This documented experience, if completed in the last semester at the MU clinic, will be accepted. Submit your clinical observations and impressions on the LAST class day.  
   **4 points.**

4. Summarize 5 therapeutic suggestions from an article selected from *Aphasiology or any other related journal.*  
   Submit a short (1-page or shorter) summary of clinical points mostly in an outline format in the LAST class meeting.  
   **5 points.**

5. There will be 3 objective and sectional examinations. Each examination worth  
   **28 points**
6. Class participation  

**2 Points**

**Requirement Summary**
- **Aphasia and Stroke resources**  
  Report of diagnostic test observation and/or administration  
  Observations of Clinical Management  
  Chapter summary  
  Class participation  
  Examinassions  

1 Point  
4 Points  
4 points  
5 points  
2 Points  
84 Points  

**Total**  
100 Points

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<td>AB</td>
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<td>B</td>
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<tr>
<td>BC</td>
<td>79-83</td>
</tr>
<tr>
<td>C</td>
<td>74-78</td>
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</tbody>
</table>

V. **Texts:** (Library Code: ADULT)  
(Asterisked references are reserved in the Science Library).  
**Secondary Books:**  
Austin, Texas: Pro-Ed. RC425 .H45 2004  
(AR) Axtell, Roger E. *Do’s and Taboos.* 2nd Ed. John Wiley and Sons  
St Louise, Mosby Year book. (RC423 .B74 20037)***  
(BS) Bhatnagar, A. *Neuroscience for the Study of Communicative Disorders.*  
VI. Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>September 17</td>
<td>Overview of web resources</td>
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<tr>
<td>September 17</td>
<td>Examination One</td>
</tr>
<tr>
<td>October 15</td>
<td>Examination Two</td>
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<tr>
<td>December 3</td>
<td>Assignment Submission</td>
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<tr>
<td>December 10</td>
<td>Final Examination</td>
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VII. Attendance Policy

Each lecture in this graduate class will cover important information; therefore, you are expected to attend every class meeting. On time attendance in class is an important component of professional behavior. Any absence will prevent you from getting the proper benefit of the course. **Regardless of the reason(s) for the absence, you will be responsible for the material covered in class.**

A test missed because of an absence can be made up only if the absence was an excused one (see below the departmental rules for excused absences). Make up tests will be given only during the **final examination week** and may not be objective in nature.

Acceptable **anticipated** absences (Departmental Policy):

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable **emergency** absences (Departmental Policy):

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

VIII. Marquette University Policy on Multiple Exams

If a student has four exams in one day, the student has the option to ask all four instructors about the possibility of changing the exam to another time. If none of the four instructors agrees, or if they changed exam time does not fit the student’s schedule, the student may contact the College or Registrar staff about the possibility that they might proctor a special exam time with the student, if the instructor agrees.

IX. Policy on Academic Dishonesty

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct:

[http://www.marquette.edu/academics/regulations/acaddishonesty.html](http://www.marquette.edu/academics/regulations/acaddishonesty.html)

X. Disability related Issues

Please see me as soon as possible if you require any accommodations because of a disability.
Comprehensive Diagnostic Aphasia Examination Batteries:
1. Boston Diagnostic Aphasia Examination (BDAE)
2. Multilingual Aphasia Examination (MAE)
3. Neurosensory Center Comp. Examination for Aphasia (NCCEA)
4. Porch Index of Communicative Ability (PICA)
5. Western Aphasia Test Battery (WAB)
6. Ross Information Processing Assessment (RIPA)

Specific Diagnostic Tests:
1. Token Test (TT)
2. Reporter's Test (RT)
3. Auditory Comprehension Test for Aphasia (ACTS)
4. Word Fluency Test (WFT)
5. Communicative Abilities in Daily Living (CADL)
6. Reading Comprehension Battery for Aphasia
7. Boston Naming Test
8. Pantomime Recognition Test
9. Cognitive Linguistic Quick Test (CLQT)

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
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<tbody>
<tr>
<td>Aug. 27</td>
<td>Orientation and Terminology</td>
<td>Class notes</td>
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<tr>
<td>Aug. 27 and Sept 3</td>
<td>Related Concepts: Differential diagnosis, Associated aspects, Handedness, and CD</td>
<td>Class notes BS Ch 19, pp. 445-448 DA Ch 1, pp. 1-22</td>
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<tr>
<td>Sept 10</td>
<td>Vascular pathologies and Neuroimaging</td>
<td>BS Ch 7, pp. 186-211 DA Ch 1, pp. 23-40 BS Ch 20, pp. 461-475</td>
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<td>Sept 17</td>
<td>Examination One</td>
<td>Assessment-based (80 items) Body-based (47 items) PCP Ch 1, pp. 1-20</td>
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<td>Sept. 17-24</td>
<td>Aphasia &amp; associated disorders</td>
<td>DA Ch 3, pp. 43-69 Class notes PCP Ch 6, pp. 113-128 Ch 7, pp. 131-152 Ch 8, pp 157-179</td>
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<td>Oct. 1-8</td>
<td>Right hemisphere syndrome Deaf signers</td>
<td>DS Ch. 11, pp 250-277</td>
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<td>Patient Speech Samples</td>
<td>Class notes</td>
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<td>Oct. 15</td>
<td>Examination Two</td>
<td>Chemical/ drug-based (49 items) Disease and symptom-based (81 items) Medical location-based (14 items)</td>
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<td>Oct. 22</td>
<td>Counseling Natural Recovery</td>
<td>Class notes SB Ch. 5 pp. 161-164 DA Ch. 7. Pp. 143-164</td>
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| | | Klause Poeck (1989) "Outcome of intensive
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<tr>
<td>Oct 29-</td>
<td>Assessment</td>
<td>Assessment of Aphasia by O. Spreen and A. Risser. Appeared in &quot;Acquired Aphasia&quot; (Ed)</td>
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<td>Nov. 5</td>
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<td>DA Ch. 5, pp. 92-115</td>
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<td></td>
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<td>DA Ch. 6, pp. 117-142</td>
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<tr>
<td></td>
<td></td>
<td>The Boston Diagnostic Aphasia Examination</td>
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<td>&quot;The Assessment of Aphasia and Related Disorders, by Goodglass and colleagues</td>
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<td>Raven's Progressive Matrices, by Raven et al.</td>
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<tr>
<td>Nov 12</td>
<td>Treatment</td>
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<tr>
<td>Nov 19-</td>
<td>ASHA</td>
<td>Libby Kelly M.S. CCC-SLP</td>
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<td>Nov 26</td>
<td>Thanksgiving</td>
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<td>Dec 3</td>
<td>Treatment</td>
<td>DA Ch. 8. pp. 165-193</td>
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<td>DA Ch. 9. pp. 194-219</td>
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<td>DA Ch. 10. Pp. 220-249</td>
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Chapey, 5th Ed. *Lang. Intervention Strategies*

Ch. 7 Delivering Language Intervention Services to Adults with Neurogenic Communication Disorders
Brooke Hallowell and Roberta Chapey
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Ch. 8 Teams and Partnerships in Aphasia Intervention
Lee Ann C. Golper
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Ch. 9 Issues in Assessment and Treatment for Bilingual and Culturally Diverse Patients
Patricia M. Roberts
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Ch. 12 Environmental Approach to Adult Aphasia
Rosemary Lubinkski
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Ch. 14 Group Therapy for Aphasia: Theoretical and Practical Considerations
Kevin P. Learns and Roberta J. Elman
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Ch. 17 Cognitive Stimulation: Stimulation of Recognition/Comprehension, Memory, and Convergent, Divergent, and Evaluative Thinking
Roberta Chapey
Pg. 469-506

Ch. 18 Early Management of Wernicke’s Aphasia: A Context-Based Approach
Robert C. Marshall
Pg. 507-529

Ch. 20 Primary Progressive Aphasia and Apraxia of Speech
Joseph R. Duffy and Malcolm R. McNeil
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| **Ch. 26 Language Rehabilitation from a Neural Perspective**  
Stephen E. Nadeau, Leslie J. Gonzalez Rothi, and Jay Rosenbek  
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| **Ch. 29 Treatment of Aphasia Subsequent to the Porch Index of Communicative Ability (PICA)**  
Bruce E. Porch  
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| **Ch. 32 Computer Applications in Aphasia Treatment**  
Richard C. Katz  
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| **Ch. 34 Communication Disorders Associated with Right-Hemisphere Damage**  
Penelope S. Myers and Margaret Lehman  
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<th>Due date for Dx and Tx assignments</th>
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<tr>
<td>Dec. 10</td>
<td>Wednesday FINAL EXAM 5:45 – 7:45</td>
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<tr>
<td>Patient-based abbreviations</td>
<td>(56 items)</td>
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<tr>
<td>Professional association-based</td>
<td>(17 items)</td>
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<tr>
<td>Treatment-based</td>
<td>(128 items)</td>
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