

Term Information

Effective Term Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The department is requesting to consolidate a four course sequence in neurogenic communication disorders (6761-6764, 12 total semester hours) to a two course sequence (6761 and 6762, for 8 total semester hours).

One requested change affects the content of the two retained courses. The present course, 6761, will consolidate around the theme of cognitive and linguistic impairment. The second course, 6762, will consolidate around the theme of motor impairment of speech and/or swallow.

A second requested change is an increase in credit for 6761 and 6762 to four semester hours for each course.

6763 and 6764 will be withdrawn.

What is the rationale for the proposed change(s)?

This change is part of an overall effort to streamline the MA-SLP curriculum. Our intention is to provide our students with the bulk of essential information in the first two semesters of the six semester program, so that they can participate in more advanced coursework in the remaining 4 terms.

Additionally the conversion to semesters reduces the opportunities to place students into a variety of clinical practicum sites. In the past the neurogenic communication disorders sequence was completed in the summer, enabling placement of students in the Autumn (3 placement opportunities in semesters, but 4 in the former quarter system). Completion of the sequence in the Spring, enables placement of students in the Summer (4 placement opportunities).

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

In the series 6761-6764 at least one and often two of the courses were taught by an instructor recruited from the community. The department continues to envision the need for use of these valuable resources; however, these instructors will be partnered directly with our faculty who will be directly responsible for the two courses in the revised series. Our expectation is that partnership will produce a better connection between theory and clinical practice.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

The request for revision of 6761 is one component of the department's revision/streamlining of the MA-SLP curriculum. A similar request has been made for revising 6762. We are also withdrawing 6763 and 6764.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Speech and Hearing Science
Fiscal Unit/Academic Org	Speech & Hearing - D0799
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	6761
Course Title	Adult Neurogenic Language Disorders I: Language and Cognition
<i>Previous Value</i>	<i>Neurologic Motor Speech Disorder</i>
Transcript Abbreviation	Neuro Lang & Cogn
<i>Previous Value</i>	<i>Neuro Mtr Sp Dis</i>

Course Description	Impairments in communication due to neurologically related changes in language and/or cognition. Pertinent topics include aphasia, traumatic brain injury, dementia and impairments right hemisphere damage.
Previous Value	<i>The nature, treatment, and assessment of neurologically based motor speech disorders in an interdisciplinary context.</i>
Semester Credit Hours/Units	Fixed: 4
Previous Value	<i>Fixed: 3</i>

Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: grad standing, or permission of instructor.
Previous Value	<i>Prereq: 5765 or 765, or equiv, and grad standing, or permission of instructor.</i>
Exclusions	Not open to students with credit for 762 or 763.
Previous Value	Not open to students with credit for 761.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.0204
Subsidy Level	Masters Course
Intended Rank	Senior, Masters, Doctoral

Quarters to Semesters

Quarters to Semesters	Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted	SphHrng 761: Neurologic Motor Speech Disorder.

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Be able to differentiate among the various forms of aphasia and to implement appropriate assessment and intervention
- Be able to identify the effects of traumatic brain injury on communicative function, both linguistic and non linguistic.
- Be able to implement appropriate assessment and intervention for both linguistic and cognitive impairments of communication arising from neurogenic etiologies
- Be able to describe the inter-relationship between linguistic decline and cognitive decline in dementia.
- Be able to define the role of the speech-language pathologist in the rehabilitation of persons with right hemisphere injury.

Previous Value

- *Be able to differentiate among the various forms of dysarthria and to implement appropriate assessment and intervention*
- *Be able to differentiate verbal from oral apraxia and the two apraxias from dysarthria of speech*
- *Be able to implement appropriate assessment and intervention for both verbal and oral apraxia*
- *Be able to describe the inter-relationship between dysarthria of speech and dysphagia*

Content Topic List

- Aphasia
- Traumatic Brain Injury
- Dementia
- Right Hemisphere Injury

Previous Value

- *Dysarthria of speech*
- *Oral and verbal apraxia*
- *Dysphagia*

Attachments

- Semester Syllabus SHS 6761 Adult Neuro I.docx
(Syllabus. Owner: Trudeau,Michael David)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Trudeau,Michael David	05/15/2012 11:37 AM	Submitted for Approval
Approved	Trudeau,Michael David	05/15/2012 11:56 AM	Unit Approval
Approved	Haddad,Deborah Moore	05/15/2012 12:44 PM	College Approval
Pending Approval	Nolen,Dawn Hanlin,Deborah Kay Hogle,Danielle Nicole Vankeerbergen,Bernadette Chantal Meyers,Catherine Anne Jenkins,Mary Ellen Bigler	05/15/2012 12:44 PM	ASCCAO Approval



Adult Neurogenic Language Disorders I
SHS 6761
Course Syllabus; 4 Credits
Autumn, 2012

Instructor: Michelle Bourgeois, Ph.D., CCC-SLP **Office Hours:** By appointment
Class Location: Pressey Hall Rm. 35 **Office Address:** 134c Pressey Hall
Time: MW 11:00 – 12:50 **Email:** bourgeois.14@osu.edu
Class Website: Carmen **Phone:** 292 – 1742

LEARNING OBJECTIVES

Knowledge:

1. Describe behavioral and physiological methods used to investigate language processing (Standard III-B)
2. Describe cognitive and neurobiological models of normal & impaired language processing (Standard III-C)
3. Summarize the etiology, nosology, and characteristics of adult neurogenic language disorders (Standard III-D)
4. Give examples of standardized tests and measures used to assess adult language disorders (Standard III-E)
5. Give examples of methods used to treat adult language disorders (Standard III-E)

Skills:

6. Demonstrate basic clinical problem solving skills, including accurate diagnosis of disorders, and selection of appropriate assessment and intervention procedures (Standard III-E)
7. Identify and critically evaluate research in the field (Standard III-G)

Values:

8. Describe how language deficits impact individuals in their everyday life (Standard III-F)
9. Explain how interdisciplinary perspectives contribute to assessment, treatment, and research (Standard III-H)

COURSE REQUIREMENTS AND GRADING

Tests (50% of grade)

There will be two take-home tests (each worth 25% of your grade). Tests will consist of short answer questions that test your knowledge of content covered in lectures *and* assigned readings, and emphasize critical thinking, synthesis of information, and clinical application.

Assessment Tools Evaluation (20% of grade)

You will select two assessment tools and administer one to your partner, compare/contrast/evaluate the tools, and write a summary of your findings (3-5 pages single spaced). Assessment tools and forms will be available in Room 143; a sign-up sheet for borrowing tests will be posted on the door. Tests and materials are to remain in the building.

Treatment Presentation (groups of 2) (20% of grade)

You will select a treatment approach for Aphasia, RHD, TBI, or Dementia and develop a presentation that explains the approach, the target population, and the evidence for the approach. Presentations should be 15 minutes in length and should include approximately 10-20 powerpoint slides. Groups and treatment approaches will be finalized in class by sign-up. Each presentation should be based on a minimum of 2 sources (e.g., journal articles, book chapters, systematic reviews).

Book Review (10% of grade)

You will read and review an autobiographical account of aphasia, right hemisphere disorder, TBI, or dementia. Detailed instructions for this assignment and recommended books are provided at the end of this syllabus. The report should be 1-2 pages in length single-spaced.

Grading Scale (%)

A	93-100	B	83-86	C+	77-79	D	63-66
A-	90-92	B-	80-82	C-	70-72	E	<63
B+	87-89	C	73-76	D+	67-69		

READINGS

Required

- Murray, L. L., & Clark, H.M. (2006). *Neurogenic Disorders of Language: Theory driven clinical practice*. Clifton Park, NY: Thomson Learning, Inc.
- Helm-Estabrooks, N., & Albert, M. (2004). *Manual of aphasia and aphasia therapy (2nd ed.)*. Austin, TX: pro-ed.
- Hux, K. (2011). *Assisting Survivors of Traumatic Brain Injury: The role of Speech-Language pathologists (2nd ed.)*. Austin, TX: pro-ed. www.proedinc.com
- Bourgeois, M., & Hickey, E. (2009). *Dementia: From Diagnosis to Management--A functional approach*. New York: Psychology Press. www.psypress.com
- Reading Packet on Carmen (eReserves).

Recommended Supplemental Texts:

Aphasia:

- Chapey, R. (2001) *Language intervention strategies in aphasia and related neurogenic communication disorders* (4th ed., pp. 572-604). Philadelphia: Lippincott, Williams, & Wilkins.
- Hillis, A.E. (2002) *Handbook of adult language disorders: Integrating cognitive neuropsychology, neurology, & rehabilitation* (pp. 331-350). New York: Psychology Press.
- LaPointe, LL. (Ed.) (2011). *Aphasia and related neurogenic language disorders (4th ed.)*. New York: Thieme.

Right Hemisphere Stroke:

- Myers, P. (2007). *Right Hemisphere Damage*. Clifton Park, NY; Delmar.

TBI:

- Green, B., Stevens, K., & Wolfe, T. (1997). *Mild traumatic brain injury: A therapy and resource manual*. San Diego, CA: Singular.
- McCrea, M. (2008). *Mild traumatic brain injury and postconcussion syndrome*. NY: Oxford University Press.
- McDonald, S., Togher, L., & Code, C. (1999). *Communication disorders following traumatic brain injury*. NY: Psychology Press.
- Murdoch, B.E., & Theodoros, (2001). *Traumatic brain injury: Associated speech, language and swallowing disorders*. San Diego, CA: Singular.
- Sohlberg, M., & Mateer, C. (2001). *Cognitive Rehabilitation: An integrative neuropsychological approach*. NY: Guilford Press.
- Ylvisaker, M. (Ed.). (1998). *Traumatic brain injury rehabilitation: Children and adolescents*. Boston: Butterworth-Heinemann.
- Ylvisaker, M. & Feeney, T. (1998). *Collaborative Brain Injury Intervention*. San Diego, CA: Singular.

Dementia:

- Bayles, K., & Tomoeda, C. (2007). *Cognitive-Communicative disorders of dementia*. San Diego, CA: Plural.
- Bourgeois, M. (2007). *Memory Books and Other Graphic Cuing Systems*. New York: Health Professions Press, Paul H. Brookes Publishing. (www.amazon.com or www.healthpropress.com)
- Cummings, J. (2003). *The neuropsychiatry of Alzheimer's disease and related dementias*. London: Martin Dunitz.
- Green, R. C. (2005). *Diagnosis and management of Alzheimer's disease and other dementias*. Caddo, OK: Professional Communications.
- Kitwood, T. (1997). *Dementia reconsidered: the person comes first*. Buckingham: Open University Press.
- Sabat, S. (2001). *The experience of Alzheimer's disease: Life through a tangled veil*. Oxford, UK: Blackwell Publishers.
- Thomas, W. H. (1996). *Life worth living: How someone you love can still enjoy life in a nursing home. The Eden Alternative in action*. Acton, MA: Vanderwyk and Burnam.

SCHEDULE OF LECTURES AND ASSIGNMENTS:

<i>Date</i>	<i>Topic</i>	<i>Reading</i>
<u>Week 1</u>	Introduction: Models and Concepts	Murray & Clark Ch 1; HEA Ch. 1-3
<u>Week 2</u>	Overview of Neurogenic Language Disorders	Murray & Clark Ch 2; Beeson & Rapcsak. (413-423)
<u>Week 3</u>	Neuropathology of Neurogenic Language	Murray & Clark Ch 3; Hux 4
<u>Week 4</u>	Aphasia Right Hemisphere Disorders	HEA Ch. 4 Blake (2011)
<u>Week 5</u>	Dementia Traumatic Brain Injury	Bourgeois & Hickey Ch 1-3 Hux Ch 1-3
<u>Week 6</u>	Introduction to Assessment Assessing Linguistic Disorders	Murray & Clark Ch 4; HEA Ch. 10 Murray & Clark Ch 5; Hux Ch 6
<u>Week 7</u>	Assessing Cognitive Disorders	Murray & Clark Ch 6; HEA Ch 11 Bourgeois & Hickey Ch 4; Hux 5
<u>Week 8</u>	Assessing Participation and Quality of Life	Murray & Clark Ch 7; Holland & Hinckley (2002)
<u>Week 9</u>	Introduction to Treatment	Murray & Clark Ch 8, HEA, CH. 12-13 Robey (1998)
<u>Week 10</u>	Treatment of Linguistic Impairments	Murray & Clark Ch 9, HEA CH. 14-17, 21-22
<u>Week 11</u>	Treatment of Cognitive Impairments	Helm-Estabrooks Ch 23; Rosenbek (2004), Bourgeois & Hickey Ch 5; Hux
<u>Week 12</u>	Treatment of Activity and Participation	Murray & Clark Ch 11; Hux 10-12
<u>Week 13</u>	Caregiver and Spouse Training Group Treatment Approaches	Van De Sandt-Konderman (2011); Hux 13 Bourgeois & Hickey Ch 9-10 HEA CH. 24; Elman & Bernstein-Ellis (1999)
<u>Week 14</u>	Managed Care and Health Care Systems	Murray & Clark Ch 12; Bourgeois & Hickey Ch 11

Finals Week

FINAL Papers due today

CLASS POLICIES

1. Lecture topics scheduled in this syllabus are subject to change. Any changes will be announced in class. Test dates and lab due dates are firm and will not change.
2. Exams: If you have to miss an exam due to a University recognized excuse, you must contact the instructor prior to the exam in order to arrange a make-up exam. Failure to do so will result in a zero on the exam. Documentation from a Student Health Center or private physician is required to receive a make-up exam if you are ill on the day of a test.
3. Late assignments will **not** be accepted for credit without **prior** permission from the instructor.

4. Regular attendance is expected, although it is not recorded. Class lectures follow the textbook, however, additional information is covered during lecture that may not be covered in the textbook. You are encouraged to attend class on a regular basis.
5. Cell Phones: The use of cell phones or pagers during class is prohibited. Please extend the courtesy to your classmates and the instructor by turning off your cell phone during class time.

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible about their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292 3307, TDD 292 0901; on the web at <http://www.ods.ohio-state.edu>

Academic Misconduct:

Academic misconduct refers to any activity that compromises the academic integrity of the university or undermines the educational process. Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic misconduct. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Additional examples of academic misconduct are outlined below. Further information can be found in your student handbook and at the office of student affairs http://studentaffairs.osu.edu/resource_csc.asp

Assessment Tools Evaluation

Teams will review the assessment tool selected, become familiar with the administration instructions. One team member will administer the test to the other member, recoding responses on a copy of the recording form. The “client” member will attempt to “role play” a client of a certain level of disability. After administration of the test, the team will discuss the advantages/disadvantages of the measure, the range of modalities and skills assessed, ease of administration, difficulty of items, informativeness of the manual, and norming data.

This process will be repeated with a second assessment tool. Each team will then prepare a summary of the two tests, comparing/contrasting them on the features listed above. Pay particular attention to what subtests each contain and the relative difficulty of the items. You will submit a 3-5 page single spaced written summary of your review process.

Treatment Presentation

Teams will select a treatment approach for Aphasia, RHD, Dementia, or TBI and develop a presentation that explains the approach, the target population, and the evidence for the approach. Presentations should be 15 minutes in length and should include approximately 10-20 powerpoint slides. Groups and treatment approaches will be finalized in class by sign-up. Each presentation should be based on a minimum of 2 sources (e.g., journal articles, book chapters, systematic reviews). You are expected to work together as a group in preparing the presentation. In addition each group member should present at least 2 minutes of the talk. Handout copies should be submitted on the day of (or prior to) the presentation. Note: Points will be deducted for presentations that exceed 15 minutes.

Treatment Approach Presentations: Scoring Criteria

Criteria	Value
Introduction Summary of background knowledge of disorder and treatment approach Describe treatment approach	2
Supporting Research : Summarize evidence for this approach from at least 1 article Methods Specify research hypothesis & variables to be examined	2

Identify research approach (case study/single subject experiment/ group study)Specify & evaluate subject selection criteria Specify & evaluate description of procedures (replicable) Comment on methods to ensure internal & external validity	
Results Specify statistical (numeric)/descriptive results Differentiate significant vs. nonsignificant effects Information content Clarity of presentation	2
Conclusions Relate results to original research question Summarize clinical/theoretical importance of research Information content Clarity of presentation	2
Group Information content Clarity of presentation	1
Individual Information content Clarity of presentation	1

BOOK REVIEWS

For this assignment you will read and write a critical review of an autobiographical account of stroke/aphasia, TBI recovery or dementia. Recommended books are listed below.

Your review should include *four* separate paragraphs. In the first paragraph describe the general content and your overall impression of the book. The second paragraph should include a more detailed description of the content covered in various sections (or chapters) of the text. In the third paragraph, comment on the relative strengths and weaknesses of the book. The final paragraph should include your recommendations. In general, *would you recommend this book? If so, to what audience* (individuals with aphasia, family members, SLP's, other medical professionals, the general public)? Comment on why you would recommend (or not recommend) the book to this audience. Reports should be 1-2 pages in length, single-spaced. Sample Book Reviews from professional journals are posted on Carmen to guide you in your writing.

Scoring Criteria	Value
1 st Paragraph: Description of content and overall impression of the book	/2
2 nd Paragraph: Detailed description of various sections of the book	/2
3 th Paragraph: Critical review of contents	/2

4 th Paragraph: Recommendations	/2
Spelling, grammar, and writing style	/2
TOTAL	/10

Autobiographical Accounts of Aphasia

- Adamson, Kate. (2002). *Kate's Journey: Triumph over adversity*. Sevierville: Insight Publishing.
- Berger, Paul & Mensh, Stephanie (2002). *How to conquer the world with one hand and an attitude* (2nd ed.). Merrifield: Positive Power Publishing.
- Douglas, Kirk. (2003). *My stroke of luck*. Harper Paperbacks.
- Jennings, S. (2002). *Locked In, Locked Out*.
- Klein, B. (1998). *Slow Dance: A Story of Stroke, Love and Disability*.
- McCrum, R. (1999). *My Year Off: Recovery from Stroke*.
- Mills, Harriane. (2004). *A mind of my own: Memoir of Recovery from Aphasia*. AuthorHouse Publishers.
- Newborn, Barbara. (1997). *Return to Ithaca*. Element Books.
- Perez, Paulina. (2001). *Brain Attack*. Cutting Edge Press.
- Quann, Eileen. (2002). *By his side: Life and love after stroke*. Fastrak Press.
- Wulf, Helen (1986). *Aphasia my world alone*. Wayne State University Press.

Dementia

- Bayley, J. (2000). *Elegy for Iris*.
- Davidson, A. (1997). *Alzheimers, A Love Story. One Year in my Husband's Journey*.
- Genova, Lisa. (2009). *Still Alice*. New York, NY: Simon & Schuster, Inc.
- Harper, M.S. (2001). *The Worst Day of my Life, So Far*.
- LaPlante, A. (2011). *Turn of mind*. New York, NY: Atlantic Monthly Press.
- McGovern, D. (1994). *Living in the Labyrinth: A Personal Journey through the Maze of Alzheimer's Disease*. (description of early AD from patient's perspective)
- Shiplett, J. (1996). *A Glass Full of Tears*.
- Sparks, N. *The Notebook*.

Traumatic Brain Injury

- Bryant, B. (1992). *In Search of Wings: A Journey Back from Traumatic Brain Injury*.
- Crimmins, C. (2000) *Where is the Mango Princess?*
- Osborne, C. (1998). *Over my Head: A Doctor's Own Story of Head Injury from the Inside Looking Out*.
- Quinn, D. (1998). *Conquering the Dark: One Woman's Story of Recovering from a Brain Injury*.
- Rife, J.M. (1994). *Injured Mind, Shattered Dreams: Journey from Severe Head Injury to a Dream*.
- Swanson, K, Chrunka, M. (1999). *I'll Carry the Fork*.

READING LIST

APHASIA and RIGHT HEMISPHERE DISORDERS

- Ballard, K.J. & Thompson, C.K. (1999). Treatment and generalization of complex sentence production in agrammatism. *Journal of Speech, Language, and Hearing Research*, 42, 690-707.
- Basso, A. (2003). *Aphasia and its therapy*. New York: Oxford University Press.

- Beeson, P.M. & Hillis, A.E. (2001). Comprehension and production of written words. In R. Chapey (Eds.), *Language intervention strategies in aphasia and related neurogenic communication disorders* (4th ed., pp. 572-604). Philadelphia: Lippincott, Williams, & Wilkins.
- Beeson, P.M., Magloire, J.G., & Robey, R.R. (2005). Letter-by-letter reading: Natural recovery and response to treatment. *Behavioral Neurology*, 16, 191-202.
- Beeson, P.M. & Rapcsak, S. (1999). The Aphasias. In P.J. Snyder & P.D. Nussbaum (Eds.), *Clinical neuropsychology: A Pocket handbook for assessment* (pp. 403-425). Washington: American Psychological Association.
- Chatterjee, A. & Maher, L. (2000). Grammar and Agrammatism. In S.E. Nadeau, L.J. Gonzalez Rothi, & B. Crosson (Eds.), *Aphasia and Language: Theory to Practice* (133-156). New York: The Guilford Press.
- Chialant, D., Costa, A., & Caramazza, A. (2002). Models of Naming. In A.E. Hillis (Eds.), *The handbook of adult language disorders: Integrating cognitive neuropsychology, neurology, & rehabilitation* (pp. 123-142). New York: Psychology Press.
- Cherney, L.R. et al. (2008). Computerized script training for aphasia: Preliminary results. *American Journal of Speech-Language Pathology*, 17, 19-34.
- Edmonds, L.A. & Kiran, S. (2006). Effect of semantic naming treatment on crosslinguistic generalization in bilingual aphasia. *Journal of Speech, Language, and Hearing Research*, 49, 729-748.
- Davis, G.A. (2005). PACE revisited. *Aphasiology*, 19, 21-38.
- Elman, R.J. & Bernstein-Ellis, E. (1999). The efficacy of group communication treatment in adults with chronic aphasia. *Journal of Speech, Language, and Hearing Research*, 42, 411-419.
- Fabbro, F. (2001a). The bilingual brain: Bilingual aphasia. *Brain & Language*, 79, 201-210.
- Fabbro, F. (2001b). The bilingual brain: Cerebral representation of language. *Brain & Language*, 79, 211-222.
- Fillingham, J. et al. (2006). The treatment of anomia using errorless learning. *Neuropsychological Rehabilitation*, 16(2), 129-154.
- Fridriksson, J. et al. (2005). Spaced retrieval treatment of anomia. *Aphasiology*, 19(2), 99-109.
- Geschwind, N. (1972). Language and the Brain. *Scientific American*, 226:4, 76-83.
- Goodglass, H., Kaplan, E., & Barresi, B. (2001). *The assessment of aphasia and related disorders*. Philadelphia: Lippincott Williams & Wilkins.
- Holland, A.L. & Hinckley, J.J. (2002). Assessment and treatment of pragmatic aspects of communication in aphasia. In A.E. Hillis (Eds.), *The handbook of adult language disorders: Integrating cognitive neuropsychology, neurology, & rehabilitation* (pp. 413-427). New York: Psychology Press.
- Hopper, T. et al. (2002). Conversational coaching: Treatment outcomes and future directions. *Aphasiology*, 16, 745-761.
- Kagan, A. et al. (2001). Training volunteers as conversation partners using “supported conversation for adults with aphasia” (SCA): a controlled trial. *Journal of Speech, Language and Hearing Research*, 44(3), 624-638.
- Kearns, K. P. (1985). Response elaboration training for client initiated utterances. In R.H. Brookshire (Ed.), *Clinical Aphasiology* (pp. 196-204). Minneapolis, MN: BRK.
- Kiran, S. & Thompson, C.K. (2003). The role of semantic complexity in treatment of naming deficits: Training semantic categories in fluent aphasia by controlling exemplar typicality. *Journal of Speech, Language, and Hearing Research*, 46, 608-622.
- Martin, R.C. & Miller, M. (2002). Sentence comprehension deficits: Independence and interaction of syntax, semantics, and working memory. In A.E. Hillis (Eds.), *The handbook of adult language disorders: Integrating cognitive neuropsychology, neurology, & rehabilitation* (pp. 295-310). New York: Psychology Press.
- Mesulam, M. (2003). Primary Progressive Aphasia: A language-based dementia. *The New England Journal of Medicine*, 349, 1535-1542.
- Murray, L.L. (1998). Longitudinal treatment of primary progressive aphasia: a case study. *Aphasiology*, 12(7/8), 651-672.
- Murray, L.L. & Chapey, R. (2001). Assessment of language disorders in adults. In R. Chapey (Eds.), *Language intervention strategies in aphasia and related neurogenic communication disorders* (4th ed., pp. 55-126) Philadelphia: Lippincott, Williams, & Wilkins.
- Myers, P.S. (1999). *Right Hemisphere Damage: Disorders of communication and cognition*. San Diego: Singular Publishing Group.

- Raymer, A.M. & Gonzalez Rothi, L.J. (2002). Clinical diagnosis and treatment of naming disorders. In A.E. Hillis (Eds.), *The handbook of adult language disorders: Integrating cognitive neuropsychology, neurology, & rehabilitation* (pp. 123-142). New York: Psychology Press.
- Robey, R.(1998). A meta-analysis of clinical outcomes in the treatment of aphasia. *Journal of Speech, Language, and Hearing Research*, 41, 172-187.
- Rosenbek, J.C., Crucian, G.P., Leon, S.A., Hieber, B., Rodriguez, A.D., Holiway, B., Ketterson, T.U., Ciampitti, M., Heilman, K., Gonzalez-Rothi,L. (2004). *Journal of the International Neuropsychological Society*, 10(5), 786-793.
- Shapiro. L. P. (1997). Tutorial: An introduction to syntax. *Journal of Speech, Language, and Hearing Research*, 40, 254-272.
- Simmons-Mackie, N.N., et al. (2005). CAC Classics: Treatment of aphasia through family member training. *Aphasiology*, 19, 583-593.
- Stowe, L.A., Haverkort, M., & Zwarts, F. (2004). Rethinking the neurological basis of language. *Lingua*, 115, 997-1042.
- Thompson, C.K. (2006). Single subject controlled experiments in aphasia: The science and the state of the science. *Journal of Communication Disorders*, 39, 266-291.
- Thompson, C.K., Faroqi-Shaw, Y. (2002). Models of sentence production. In .E. Hillis (Eds.), *The handbook of adult language disorders: Integrating cognitive neuropsychology, neurology, & rehabilitation* (pp. 311-330). New York: Psychology Press.
- Turner, S. & Whitworth, A. (2006). Conversational partner training programmes in aphasia: A review of key themes and participants' roles. *Aphasiology*, 20, 483-510.
- Whatmough, C. & Chertkow, H. (2002). Neuroanatomical aspects of naming. In .E. Hillis (Eds.), *The handbook of adult language disorders: Integrating cognitive neuropsychology, neurology, & rehabilitation* (pp. 143-161). New York: Psychology Press.

DEMENTIA

- Bayles, K., & Tomoeda, C. (2007). *Cognitive-Communicative disorders of dementia*. San Diego, CA: Plural.
- Bourgeois, M. (2007). *Memory Books and Other Graphic Cuing Systems*. New York: Health Professions Press, Paul H. Brookes Publishing. (www.amazon.com or www.healthpropress.com)
- Cummings, J. (2003). *The neuropsychiatry of Alzheimer's disease and related dementias*. London: Martin Dunitz.
- Green, R. C. (2005). *Diagnosis and management of Alzheimer's disease and other dementias*. Caddo, OK: Professional Communications.
- Kitwood, T. (1997). *Dementia reconsidered: the person comes first*. Buckingham: Open University Press.
- Sabat, S. (2001). *The experience of Alzheimer's disease: Life through a tangled veil*. Oxford, UK: Blackwell Publishers.
- Thomas, W. H. (1996). *Life worth living: How someone you love can still enjoy life in a nursing home. The Eden Alternative in action*. Acton, MA: Vanderwyk and Burnam.

TRAUMATIC BRAIN INJURY:

- Green, B., Stevens, K., & Wolfe, T. (1997). *Mild traumatic brain injury: A therapy and resource manual*. San Diego, CA: Singular.
- McCrea, M. (2008). *Mild traumatic brain injury and postconcussion syndrome*. NY: Oxford University Press.
- McDonald, S., Togher, L., & Code, C. (1999). *Communication disorders following traumatic brain injury*. NY: Psychology press.
- Murdoch, B.E. , & Theodoros,(2001). *Traumatic brain injury: Associated speech, language and swallowing disorders*. San Diego, CA: Singular.
- Sohlberg, M., & Mateer, C. (2001). *Cognitive Rehabilitation: An integrative neuropsychological approach*. NY: Guilford Press.
- Ylvisaker, M. (Ed.). (1998). *Traumatic brain injury rehabilitation: Children and adolescents*. Boston: Butterworth-Heinemann.
- Ylvisaker, M. & Feeney, T. (1998). *Collaborative Brain Injury Intervention*. San Diego, CA: Singular