

Term Information

Effective Term Autumn 2021
Previous Value Autumn 2014

Course Change Information

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

We would like to create a distance learning section of this course.

(I also removed some terms from the content topic list that were still showing on this course in error from a legacy version. These topics are now covered in 6761 Cognitive Communication Disorders).

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

Distance learning would provide flexibility for our graduate students who often spend long days in the same classroom.

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)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

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	6762
Course Title	Language Disorders in Adults
Transcript Abbreviation	Lang/Dis/Adults
Course Description	Language disorders resulting from neurological pathology in adults.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
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 and approved petition to the Graduate School.
Previous Value Prereq: Grad standing, or permission of instructor.
Exclusions
Previous Value Not open to students with credit for 761 or 764.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Design and implement assessment and intervention programs appropriate to various forms of aphasia
- Discuss the various theories for adult neurolinguistic processes and how these are affected in brain injury

Content Topic List

- Aphasia

Previous Value

- *Aphasia*
- *Dementia*
- *Cognition*

Sought Concurrence No

Attachments

- 6762 DL Course Syllabus Fall 2021.docx: DL Syllabus
(Syllabus. Owner: Harnish, Stacy M)
- In person syllabus_6762 Language Disorders in Adults Autumn 2019.docx: in person syllabus
(Other Supporting Documentation. Owner: Harnish, Stacy M)
- SHS 6762.docx: ASC Tech review
(Other Supporting Documentation. Owner: Harnish, Stacy M)

Comments

- I included "and approved petition to the Graduate School" in prereq language. Thanks! *(by Harnish, Stacy M on 02/03/2021 04:01 PM)*
- Please note that the prereq language should be amended to "Grad standing, or permission of instructor and approved petition to the Graduate School". An instructor cannot allow an undergraduate to enroll on their own. *(by Vankeerbergen, Bernadette Chantal on 02/03/2021 03:30 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	01/22/2021 10:48 AM	Submitted for Approval
Approved	Fox, Robert Allen	01/22/2021 11:03 AM	Unit Approval
Approved	Haddad, Deborah Moore	01/22/2021 03:38 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/03/2021 03:31 PM	ASCCAO Approval
Submitted	Harnish, Stacy M	02/03/2021 04:01 PM	Submitted for Approval
Approved	Fox, Robert Allen	02/05/2021 03:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2021 03:32 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/05/2021 03:32 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: SHS 6762 ADULT LANGUAGE DISORDERS AUTUMN 2021

Course overview

Instructor

Instructor: Stacy Harnish, PhD., CCC-SLP (she/her)

Email address: harnish.18@osu.edu

Phone number: (614)688-1471

Office hours: Thursdays 1-2 and by appointment on CarmenZoom

Office Location: 104a Pressey Hall

Course description

This course explores language disorders resulting from neurological pathology in adults.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Compare and contrast the different aphasia syndromes
- Categorize approaches to language remediation in adults
- Design and implement assessment and intervention programs appropriate to various forms of aphasia

How this course works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged into Carmen at a scheduled time. There are optional office hours on Thursdays from 1-2 pm.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Course materials

Required

Hallowell, B. (2017). *Aphasia and other acquired neurogenic language disorders: A guide for clinical excellence*. San Diego, CA; Plural Publishing. (print)

Simucase subscription <https://www.simucase.com/pricing> (electronic)

Optional materials

Coppens, P. & Patterson, J. (2018). *Aphasia Rehabilitation: Clinical Challenges*. Burlington, MA; Jones & Bartlett Learning. (print)

Readings posted on Carmen

Hinckley, J. (2018). Selecting, combining, and bundling different therapy approaches. In P. Coppens & J. Patterson (Eds.) *Aphasia Rehabilitation: Clinical Challenges* (pp.331-350). Jones & Bartlett Learning.

Jones, J.E., Gitterman, M.R., Obler, L.K. (2012). A case study of bidialectal (African-American Vernacular English/Standard American English) Speaker with Agrammatism. In M.R. Gitterman, M Goral & L.K. Obler (Eds.), *Aspects of Multilingual Aphasia* (pp. 257-272). *Multilingual Matters*.

Kiran, S. & Roberts, P.M. (2012). What do we know about assessing language impairment in bilingual aphasia? In M.R. Gitterman, M Goral & L.K. Obler (Eds.), *Aspects of Multilingual Aphasia* (pp. 35-50). *Multilingual Matters*.

Kleim, J.A. & Jones, T.A. (2008). Principles of experience-dependent neuroplasticity: Implications for rehabilitation after brain damage. *Journal of Speech, Language, Hearing Research*, 51, S225-S239.

Luterman, D.M. (2008). Counseling persons with communication disorders and their families. (pp. 94-102) *ProEd*.

Mesulam, M. (2013). Primary progressive aphasia and the language network. *Neurology*, 81, 456-462.

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Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can

install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Weekly Carmen Quizzes (15 total- 10 points each)	150
Weekly assignments (11 total- 10 points each)	110
Treatment demonstration	50
Simucase report	100
Total	410

See course schedule, below, for due dates

Assignment information

Late assignments

Late submissions can receive up to 50% up to one week after the submission deadline. After one week, you will receive a grade of "0".

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-

77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
Office hours are optional. There will be no live presentations for the course.
- **Participating in discussion forums: 1+ TIMES PER ASSIGNED WEEK**
For weeks with required discussion posts noted in the assignments, you can expect to make at least one post about the readings or topics for the week. You may choose to comment on any aspect of the readings or ask a question. There are also learning and reflection activities listed at the end of each chapter in the Hallowell book. You may choose to use these as discussion prompts as well.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes:** Weekly quizzes will be due by 5pm each Friday. Quizzes will be multiple choice and you will have 30 minutes to complete the quiz once you sign in. Quizzes will focus on content from the assigned readings and any assigned videos posted on Carmen for the week, but may also build on material from prior weeks.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Course schedule (tentative)

Week	Dates	Topics, Readings	Weekly Assignments, Deadlines	Simucase Project
1	8/25-8/30	Organization of class. Intro to Simucase and materials on Carmen. Hallowell pgs 3-65 (Chapters 1-5)	Discussion board post due 5pm 8/28 Carmen Quiz due 5pm 8/28	Log in and make sure that you can access your case.
2	8/31-9/6	Neuro Review Readings: Hallowell pgs 67-149 (Chapters 6-9)	Discussion board post due 5pm 9/4 Carmen Quiz: 5pm 9/4	
3	9/7-9/13	Aphasia Syndromes and PPA Readings: Hallowell pgs 153-170 (Chapter 10), AphasiaBank Grand Rounds	Discussion board post due 5pm 9/11 Carmen Quiz: 5pm 9/11	
4	9/14-9/20	Aphasia Syndromes and PPA Readings: Hallowell pgs 204-206 (PPA), Mesulum (2013), PPA handout from Northwestern	Discussion board post due 5pm 9/18 Carmen Quiz: 5pm 9/18	

5	9/21-9/27	<p>Assessment</p> <p>Readings: Coppens & Patterson pgs 437-460</p> <p>Gitterman, Goral, & Obler pgs 257-272</p>	<p>Discussion board post due 5pm 9/25</p> <p>Carmen Quiz: 5pm 9/25</p>	
6	9/28-10/4	<p>Assessment</p> <p>Readings: Readings: Hollowell pgs 259-326 (Chapters 17-19)</p>	<p>Simucase Assessment: deliver the WAB to Larry (2 sessions, approx. 90 min each). Session 1 due 5pm 10/2</p> <p>Carmen Quiz: 5pm 10/2</p>	<p>Review the case history and collaborators sections of your Simucase. Write background section of your report.</p>
7	10/5-10/11	<p>Assessment</p> <p>Readings: Hollowell pgs 327-404 (Chapters 20-22)</p>	<p>Continue Simucase Assessment- Larry. Session 2 due 5pm 10/9</p> <p>Carmen Quiz: 5pm 10/9</p>	<p>Look at assessment data on your case and write this section of your report.</p>
8	10/12-10/18	<p>Goal Writing</p> <p>Readings: Hollowell pgs 407-435 (Chapters 23-24), Kiran & Roberts (2012).</p>	<p>Work with group on treatment technique demonstration: summary of treatment and videos due 5pm 10/23</p> <p>Carmen Quiz: 5pm 10/16</p>	<p>Write tentative goals for your case. These may change after we complete the treatment modules.</p>
9	10/19-10/25	<p>Experience-Dependent Neuroplasticity, Treatment Intensity in Aphasia Rehabilitation</p>	<p>Work with group on treatment technique demonstration: summary of treatment and</p>	

		Readings: Kleim & Jones (2008), Coppens & Patterson pgs 291-329	videos due 5pm 10/23 Carmen Quiz: 5pm 10/23	
10	10/26-11/1	Supported Communication, Conversational Partner Training Readings: Hallowell pgs 439-458 (Chapter 25)	Complete the supported communication training in Carmen. Upload certificate. Due 5pm 10/30. Carmen Quiz: 5pm 10/30	Consider the degree to which supported communication or conversational partner training may be appropriate to implement for your case.
11	11/2-11/8	Treatment Approaches- Promoting Compensatory strategies, enhancing overall expressive language, improving word finding and lexical processing Readings: Hallowell pgs 505-534 (Chapters 29-30)	Watch treatment technique videos by classmates. Carmen Quiz: 5pm 11/6	Make a list of the possible therapeutic approaches you could use to address the goals for your case. You will narrow these down later, so you may upload the list instead of adding them to the report if you wish.
12	11/9-11/15	Treatment Approaches- Improving syntax, improving reading and writing Readings: Hallowell pgs 535-570 (Chapters 31-33)	Watch treatment technique videos by classmates. Carmen Quiz: 5pm 11/13	Think about ways you could incorporate activity/participation level goals and treatment approaches for your case. Upload a few sentences or paragraphs, as

				necessary for your case.
13	11/16-11/22	<p>Selecting and combining therapy approaches/Promoting Generalization</p> <p>Readings: Coppens & Patterson pgs 331-350</p>	<p>Discussion board post 5pm 11/20</p> <p>Carmen Quiz: 5pm 11/20</p>	<p>Choose your treatment approach by selecting a therapy or bundling different therapy approaches and provide a justification. Did you use an additive or integrative model of treatment selection? Write this section of your report.</p> <p>Consider which strategies you will use to promote generalization, if possible. Write a sentence or two to include in your report.</p>
14	11/23-11/29	<p>Evidence-Based Practice in Aphasia Rehabilitation</p> <p>Readings: Coppens & Patterson pgs 355-386</p> <p>Thanksgiving Break</p>	<p>Search for evidence for the therapies you are proposing in your case using databases for gathering external evidence (Coppens & Patterson 360-361). Upload screenshot of</p>	<p>Consider the degree of evidence for the therapies that you are proposing for your case. Is there anything you would like to change or add? How will you</p>

			<p>search or word doc listing articles. Due 5pm 11/27</p> <p>Carmen Quiz: 5pm 11/27</p>	<p>take data during your session to document changes?</p>
15	11/30-12/4	<p>Counseling</p> <p>Readings: Hallowell pgs 471-490 (Chapter 27), Luterman pgs 94-102</p>	<p>Discussion board post due 5pm 12/4</p> <p>Carmen Quiz: 5pm 12/4</p>	<p>Finish up Cases</p>
<p>Finals Week</p>				<p>Cases due by 5pm Tuesday 12/8</p>

DR. STACY HARNISH

SHS 6762 Adult Language Disorders

WEEKLY SCHEDULE



1.) ASSIGNED READINGS

Complete all assigned readings.

2.) VIDEOS AND WEBSITES

Watch assigned videos and/or visit websites.



3.) ASSIGNMENTS

Complete assignments or discussion posts by 5pm on Friday.

4.) SIMUCASE

Complete assigned section of Simucase report and upload to Carmen by 5m on Friday.



5.) WEEKLY QUIZ

Complete the weekly quiz based on the readings and assignments by 5pm on Friday.

QUESTIONS?

**ASK ON DISCUSSION BOARD OR EMAIL
OPEN OFFICE HOURS THURSDAY 1-2PM
ADDITIONAL MEETINGS BY APPOINTMENT**

harnish.18@osu.edu

Language Disorders in Adults
SPHHRNG 6762
Course Syllabus
Autumn Semester, 2019

Instructor: Stacy Harnish, Ph.D., CCC-SLP
Email: harnish.18@osu.edu
Phone: (614) 688-1471
Class Website: Carmen

Office Address: 104a Pressey Hall
Office Hours: By appointment
Class Location: Pressey Hall Rm. 35
Time: T,R 1:00-2:20

REQUIRED TEXT:

Hallowell, B. (2017). *Aphasia and other acquired neurogenic language disorders: A guide for clinical excellence*. San Diego, CA; Plural Publishing.

***Annual subscription to Simucase.com to be used in multiple courses.**

RECOMMENDED TEXT:

Coppens, P. & Patterson, J. (2018). *Aphasia Rehabilitation: Clinical Challenges*. Burlington, MA; Jones & Bartlett Learning. (print)

READINGS POSTED ON CARMEN:

Hinckley, J. (2018). Selecting, combining, and bundling different therapy approaches. In P. Coppens & J. Patterson (Eds.) *Aphasia Rehabilitation: Clinical Challenges* (pp.331-350). Jones & Bartlett Learning.

Jones, J.E., Gitterman, M.R., Obler, L.K. (2012). A case study of bidialectal (African-American Vernacular English/Standard American English) Speaker with Agrammatism. In M.R. Gitterman, M Goral & L.K. Obler (Eds.), *Aspects of Multilingual Aphasia* (pp. 257-272). Multilingual Matters.

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ASHA STANDARDS ADDRESSED

Knowledge Outcomes:

1. Describe etiologies, characteristics, and anatomical/physiological correlates of receptive and expressive language disorders (Standard IV-C)
2. Explain principles and methods of assessment and intervention for people with communication disorders (Standard IV-D)
3. Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice (Standard IV-F)
4. Explain contemporary professional issues (Standard IV-G)

Skills Outcomes:

6. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures (Standard V-B)
7. Adapt evaluation procedures to meet client/patient needs (Standard V-B)
8. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention (Standard V-B)
9. Select or develop and use appropriate materials and instrumentation for prevention and intervention (Standard V-B)
10. Measure and evaluate clients'/patients' performance and progress (Standard V-B)

COURSE REQUIREMENTS AND GRADING

Assignment or category	Points
Weekly Carmen Quizzes (15 total- 10 points each)	150
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Treatment demonstration	50
Simucase report	100

Total	410
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Grading Scale (%)

A	93-100	B	83-86	C	76-73	D	60-66
A-	90-92	B-	80-82	C-	70-72	E	<60
B+	87-89	C+	77-79	D+	67-69		

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5	9/21-9/27	Assessment Readings: Coppens & Patterson pgs 437-460	Discussion board post due 5pm 9/25	

		Gitterman, Goral, & Obler pgs 257-272	Carmen Quiz: 5pm 9/25	
6	9/28- 10/4	Assessment Readings: Readings: Hallowell pgs 259-326 (Chapters 17-19)	Simucase Assessment: deliver the WAB to Larry (2 sessions, approx. 90 min each). Session 1 due 5pm 10/2 Carmen Quiz: 5pm 10/2	Review the case history and collaborators sections of your Simucase. Write background section of your report.
7	10/5- 10/11	Assessment Readings: Hallowell pgs 327- 404 (Chapters 20-22)	Continue Simucase Assessment- Larry. Session 2 due 5pm 10/9 Carmen Quiz: 5pm 10/9	Look at assessment data on your case and write this section of your report.
8	10/12- 10/18	Goal Writing Readings: Hallowell pgs 407- 435 (Chapters 23-24), Kiran & Roberts (2012).	Work with group on treatment technique demonstration: summary of treatment and videos due 5pm 10/23 Carmen Quiz: 5pm 10/16	Write tentative goals for your case. These may change after we complete the treatment modules.
9	10/19- 10/25	Experience-Dependent Neuroplasticity, Treatment Intensity in Aphasia Rehabilitation Readings: Kleim & Jones (2008), Coppens & Patterson pgs 291-329	Work with group on treatment technique demonstration: summary of treatment and videos due 5pm 10/23 Carmen Quiz: 5pm 10/23	

10	10/26-11/1	<p>Supported Communication, Conversational Partner Training</p> <p>Readings: Hallowell pgs 439-458 (Chapter 25)</p>	<p>Complete the supported communication training in Carmen. Upload certificate. Due 5pm 10/30.</p> <p>Carmen Quiz: 5pm 10/30</p>	<p>Consider the degree to which supported communication or conversational partner training may be appropriate to implement for your case.</p>
11	11/2-11/8	<p>Treatment Approaches- Promoting Compensatory strategies, enhancing overall expressive language, improving word finding and lexical processing</p> <p>Readings: Hallowell pgs 505-534 (Chapters 29-30)</p>	<p>Watch treatment technique videos by classmates.</p> <p>Carmen Quiz: 5pm 11/6</p>	<p>Make a list of the possible therapeutic approaches you could use to address the goals for your case. You will narrow these down later, so you may upload the list instead of adding them to the report if you wish.</p>
12	11/9-11/15	<p>Treatment Approaches- Improving syntax, improving reading and writing</p> <p>Readings: Hallowell pgs 535-570 (Chapters 31-33)</p>	<p>Watch treatment technique videos by classmates.</p> <p>Carmen Quiz: 5pm 11/13</p>	<p>Think about ways you could incorporate activity/participation level goals and treatment approaches for your case. Upload a few sentences or paragraphs, as necessary for your case.</p>
13	11/16-11/22	<p>Selecting and combining therapy approaches/Promoting Generalization</p>	<p>Discussion board post 5pm 11/20</p> <p>Carmen Quiz: 5pm 11/20</p>	<p>Choose your treatment approach by selecting a therapy or</p>

		Readings: Coppens & Patterson pgs 331-350		<p>bundling different therapy approaches and provide a justification. Did you use an additive or integrative model of treatment selection? Write this section of your report.</p> <p>Consider which strategies you will use to promote generalization, if possible. Write a sentence or two to include in your report.</p>
14	11/23-11/29	<p>Evidence-Based Practice in Aphasia Rehabilitation</p> <p>Readings: Coppens & Patterson pgs 355-386</p> <p>Thanksgiving Break</p>	<p>Search for evidence for the therapies you are proposing in your case using databases for gathering external evidence (Coppens & Patterson 360-361). Upload screenshot of search or word doc listing articles. Due 5pm 11/27</p> <p>Carmen Quiz: 5pm 11/27</p>	<p>Consider the degree of evidence for the therapies that you are proposing for your case. Is there anything you would like to change or add? How will you take data during your session to document changes?</p>
15	11/30-12/4	Counseling	Discussion board post due 5pm 12/4	Finish up Cases

		Readings: Hallowell pgs 471-490 (Chapter 27), Luterman pgs 94-102	Carmen Quiz: 5pm 12/4	
Finals Week				Cases due by 5pm Tuesday 12/8

CLASS POLICIES

1. Lecture topics scheduled in this syllabus are subject to change. Any changes will be announced in class.
2. Late assignments will **not** be accepted for credit without **prior** permission from the instructor.
3. Regular attendance is expected. Class lectures follow the reading assignments; however, additional information is covered during lecture that may not be covered in the readings. You are encouraged to attend class on a regular basis.
4. Laptop computers are permitted for taking notes and class assignments only. **Please do not view materials unrelated to the course during class time**, as it is distracting to your classmates and to the instructor.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students with Disabilities: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely

fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement): As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Speech and Hearing 6762

Instructor: Stacy Harnish

Summary: Adult Language Disorders

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen • Simucase.com license
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen Discussion Board • Carmen Wiki • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			Please add privacy policy for simucase.com.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided, as is support contact info for simucase
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			accessibility policy for simucase is present
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 1/22/20
- Reviewed by: Ian Anderson

Notes: Looks good!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.