

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-10
Effective Fall 2019

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course

2. Course prefix and number: CDS 5300

3. Short title: Aphasia & RHD

4. Long title: Aphasia & Right Hemisphere Dysfunction

5. Hours per week: ☒ 3 Class ☐ 0 Lab ☒ 3 Credit

6. Terms: ☒ Fall ☐ Spring ☐ Summer ☐ On demand

7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2019

8. **Catalog course description:** Course is a comprehensive study of aphasia and right hemisphere dysfunction (RHD). Students analyze types of aphasia and features of RHD. Assessment procedures and evidence-based intervention methods are evaluated as they impact the linguistic, cognitive, social-emotional, and cultural aspects of the disorders and their impact upon functional communication.

9. **Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. **Instructional delivery**

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research

☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved: None

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): None

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? _____

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify) _____

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Course is restricted to students accepted into the Master of Science program in Communication Disorders & Sciences.

b. Degrees, colleges, majors, levels, classes which may not take the course: _____

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _____

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in _____:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of: Master of Science in Communication Disorders and Sciences
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
 Course is used as an elective

2. **Rationale for proposal:** Course has been revised to address an out-of-date course proposal and also clarify the inclusion of right hemisphere dysfunction in the title and course description, in keeping with professional scope of practice.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: Course is restricted to students accepted into the Master of Science program in Communication Disorders and Sciences

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

- 1. Course number and title:** CDS 5300, Aphasia & Right Hemisphere Dysfunction
- 2. Catalog description:** Course is a comprehensive study of aphasia and right hemisphere dysfunction (RHD). Students analyze types of aphasia and features of RHD. Assessment procedures and evidence-based intervention methods are evaluated as they impact the linguistic, cognitive, social-emotional, and cultural aspects of the disorders and their impact upon functional communication.
- 3. Learning objectives:**
 - a. Differentiate the linguistic, cognitive, and communicative features associated with cortical, subcortical, and progressive types of aphasia. (*Depth of content knowledge*)
 - b. Differentiate the socio-emotional, cognitive, and communicative features associated with right hemisphere dysfunction. (*Depth of content knowledge*)
 - c. Analyze the neurologic structures and functions related to types of aphasia and right hemisphere dysfunction. (*Depth of content knowledge; Effective critical thinking and problem solving*).
 - d. Discern, interpret, and integrate relevant case history information and cultural preferences necessary to evaluate aphasia and right hemisphere dysfunction. (*Depth of content knowledge; Effective critical thinking and problem solving*)
 - e. Evaluate, compare, and select assessment procedures which can differentially diagnose types of aphasia and features of right hemisphere dysfunction. (*Depth of content knowledge; Effective critical thinking and problem solving*.)
 - f. Analyze, select, and critique evidence-based intervention approaches for individuals with aphasia and right hemisphere dysfunction. (*Effective critical thinking and problem solving; Effective written communication*)
 - g. Integrate knowledge of etiology, severity, communication profiles, and cultural preferences sufficient to write defensible and measurable intervention goals. (*Depth of content knowledge; Effective critical thinking and problem solving; Effective written communication*)
 - h. Produce well-organized, accurate, professional written summaries integrating complex textual material. (*Effective critical thinking and problem solving; Effective written communication*).
- 4. Course materials:**

Required texts:

 - Papathanasiou, I. & Coppens, P. (2017). *Aphasia and Related Neurogenic Communication Disorders, 2nd Edition*. Burlington, MA: Jones & Bartlett Learning.
 - Blake, M. (2017). *The Right Hemisphere and Disorders of Cognition and Communication: Theory and Practice*. San Diego, CA: Plural Publishing, Inc.
 - Assigned supplementary readings from relevant professional journals will be available through the EIU library and/or uploaded to D2L.
- 5. Weekly outline of content:**

Unit 1	The Aphasias
Week 1:	Neurology of Language Processing Etiologies of Acquired Language Disorders/Aphasia
Week 2:	Defining Aphasia Differential Terminology to Characterize Modalities and Types of Aphasia Cognitive and Executive Function Deficits Associated with Aphasias
Week 3:	Nonfluent Aphasias – Distinguishing Features Types of Nonfluent Aphasia
Week 4:	Fluent Aphasias – Distinguishing Features Types of Fluent Aphasia; Subcortical Aphasias
Week 5	Bilingual Aphasias & Multicultural Influences
	Exam

Unit 2 Assessment and Treatment of Aphasia

- Week 6:** Aphasia Assessment – Concepts, Goals & Priorities in Test Selection
Dynamic Assessment and Hierarchies of Difficulty
- Week 7:** Standardized Aphasia Tests – Design & Purpose
Analysis of Scores; Describing Error Profiles
Functional/Communication Rating Scales
- Week 8:** Determining Severity, Prognosis, and Recovery Patterns
Counseling, Cultural Influences, Ethical Challenges
Intervention Priorities and Selection of Goals in Conjunction with Patient/Family
Project
- Weeks 9 – 11:** Treatment Methods for Aphasia
Auditory Comprehension
Global Aphasia
Nonfluent Oral Expression and Associated Deficits
Fluent Oral Expression and Associated Deficits
Alexia and Agraphia
Alternative and Augmentative Communication Options for Minimally Verbal Patients
Project

Unit 3 Right Hemisphere Dysfunction Assessment and Treatment

- Week 12:** Defining Right Hemisphere Dysfunction
Differential Terminology to Characterize Typical and Disordered Right Hemisphere Functions
- Week 13:** Nature and Type of Right Hemisphere Deficits
Impact upon Functional Communication
Standardized Assessment Tools for Right Hemisphere Dysfunction
- Week 14:** Informal Assessment of Right Hemisphere Dysfunction
Analysis of Error Profiles; Determining Severity, Impact, and Goals
- Week 15:** Survey of Treatment Methods for Right Hemisphere Dysfunction
Attentional, Awareness, Inference, Linguistic, Social, Discourse

Week 16: Final Exam

6. Assignments and evaluation, including weights for final course grade.

Quizzes (10)	20% of grade
Exams (2)	35% of grade
Case-Based Projects (2)	35% of grade
Written Analysis/Paper (1)	10% of grade

7. Grading scale:

92 - 100%	A
82 - 91%	B
72 - 81%	C
62 - 71%	D
61% & Below	F

8. Correlation of learning objectives to assignments and evaluation.

Course Objectives	Quizzes	Exams	Projects	Paper
Define and differentiate the linguistic, cognitive, and communicative features associated with cortical, subcortical, and progressive types of aphasia. (<i>Depth of content knowledge</i>)	x	x		
Define and differentiate the socio-emotional, cognitive, and communicative features associated with right hemisphere dysfunction. (<i>Depth of content knowledge</i>)	x	x		
Analyze the neurologic structures and functions related to types of aphasia and right hemisphere dysfunction in adults. (<i>Depth of content knowledge; Effective critical thinking and problem solving</i>).	x	x		
Discern, interpret, and integrate relevant case history information and cultural preferences necessary to evaluate aphasia and right hemisphere dysfunction. (<i>Depth of content knowledge; Effective critical thinking and problem solving</i>)	x	x	x	
Evaluate, compare, and select assessment procedures which can differentially diagnose types of aphasia and features of right hemisphere dysfunction. (<i>Depth of content knowledge; Effective critical thinking and problem solving.</i>)	x	x	x	x
Analyze, select, and critique evidence-based intervention approaches for individuals with aphasia and right hemisphere dysfunction. (<i>Effective critical thinking and problem solving; Effective written communication</i>)		x	x	x
Integrate knowledge of etiology, severity, communication profiles, and cultural preferences sufficient to write defensible and measurable intervention goals. (<i>Depth of content knowledge; Effective critical thinking and problem solving; Effective written communication</i>)		x	x	
Produce well-organized, accurate, professional written summaries of complex textual material. (<i>Effective critical thinking and problem solving; Effective written communication</i>).				x

Date approved by the department or school:

October 31, 2018

Date approved by the college curriculum committee:

December 10, 2018

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: