



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Fall 2018

SCSD-644

Applied Neurolinguistics

Number of Credits: 3 Credits

Course Time: Tuesday; 12:30 – 2:30 PM

Labs: 2:45 – 3:45

***October 2, Michelle Bourque: 1:30 – 3:30 (lecture; no lab)**

*** November 20 and 27, Alena Seresova: 1:00 – 3:00 (lecture) / 3:15 – 4:15 (lab)**

Location: SCSD, Room 869

Instructors

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COURSE OVERVIEW: This course covers theoretical and clinical issues as well as principles relevant to the assessment and treatment of adults with acquired neurogenic language and cognitive-communication disorders (aphasia, right-hemisphere damage, dementia and traumatic brain injury). Clinical labs are designed to expose students to clinical materials and practice in assessment and therapy through case examples. Labs will parallel the typical sequence of the clinical process (i.e. chart review, assessment, education/counselling and therapy) and will be coordinated with relevant lectures where possible.

LEARNING OBJECTIVES:

ROLE 1: CENTRAL ROLE/CONTENT EXPERT

Foundational principles	
Apply specialized knowledge of disorders of human communication, including knowledge in each of the following areas: communication modalities, cognitive and social aspects of communication, fluency, language and literacy.	
Identify, describe and compare different forms of acquired language disorders with respect to etiology, symptoms, impacts on verbal and functional communication, and prognosis.	Lectures; Labs; Group presentations and discussions; Mid-term exam; Final exam
Apply knowledge of principles of clinical practice, including use of diagnostic and rehabilitation instrumentation and procedures, behavioral management, social interaction management and counseling.	
Make assessment and treatment decisions that are in the client's best interest, that are realistic, and that are well justified based on fundamental knowledge and clinical expertise.	Lectures; Labs; Group presentations and discussions; Mid-term exam; Final exam
Use problem-solving and clinical judgment in all aspects of practice.	
Approach new cases and referrals with a structured method based on problem-solving skills and clinical judgment.	Lectures; Labs
Assessment	
Develop assessment strategy to evaluate communication.	
Identify standard batteries and tests, as well as informal assessment methods, to evaluate different components of language and communication; justify their use.	Lectures; Labs; Mid-term exam; Final exam
Include relevant information from other sources.	
Extract information from the patient chart to inform assessment planning.	Lectures; Labs; Mid-term exam; Final exam
Integrate and interpret findings.	
Score tests and interpret results based on tests' norms. Integrate results from different tests and different components of language to determine a diagnostic conclusion for a specific acquired language disorder and determine prognosis.	Lectures; Labs; Mid-term exam; Final exam Lectures; Labs
Intervention planning	
Develop a realistic and measurable intervention plan.	
Select a treatment approach based on patient needs, professional expertise, and feasibility. Identify measurable outcomes and generalization measures to evaluate treatment efficacy.	Lectures; Labs; Group presentations; Mid-term exam; Final exam

Determine resources required for service delivery and identify any limits or constraints.	
Describe resources required to implement a specific treatment and determine the feasibility of service provision considering limits and constraints.	Lectures; Labs; Group presentations and discussions; Mid-term exam; Final exam
Intervention and (re)habilitation	
Monitor, adapt or redesign intervention plan as required.	
Based on measurable outcomes, determine if the attainment of goals is progressing as expected. Identify ways to adapt the intervention plan if required.	Lectures; Labs; Group presentations and discussions; Mid-term exam; Final exam

ROLE 2: COMMUNICATOR

Oral and Written Communication	
Employ strategies and aids to minimize communication barriers.	
Develop aphasia-friendly material.	Aphasia-friendly Material Assignment

ROLE 4: ADVOCATE

Client advocacy	
Identify and address client access barriers to services and resources.	
Identify constraints (including at the organizational level) to service provision associated with specific treatment approaches.	Labs; Group presentation and discussion

ROLE 5: SCHOLAR

Evidence-informed practice	
Appraise research and other evidence critically in order to address client, service or practice questions.	
Critically appraise the validity of assessment instruments and the evidence on the efficacy of different treatment approaches and methods.	Lectures; Labs; Group presentations; Mid-term exam; Final exam Lectures; Labs; Group presentations; Mid-term exam; Final exam

Facilitation of the learning of others	
Share knowledge related to communication.	
Provide other students with an overview of assessment instruments and treatment approaches to acquired language disorders.	Labs; Group presentation and discussion

Note: ROLE 3: COLLABORATOR, ROLE 6: MANAGER and ROLE 7: PROFESSIONAL are not specifically targeted in this class.

INSTRUCTIONAL METHOD:

This course consists of lectures/seminars, practical activities, as well as some assignments.

REQUIRED COURSE MATERIALS:

All book chapters, papers and Power Point presentations will be made available on myCourses.

OPTIONAL TEXTBOOKS:

Both textbooks are on reserve at the library and at the SCSD front desk.

- Chapey, R. (2008). Language Intervention Strategies in Adult Aphasia (5th Ed.). Baltimore: Williams & Wilkins.
- Brookshire, R.H. & McNeil, M. R. (2015). Introduction to Neurogenic Communication Disorders (Eighth Edition). St. Louis: Mosby.

COURSE CONTENT:

This course includes lectures and labs that present:

- Theoretical and clinical issues relevant to the assessment and treatment of adults with acquired neurogenic language and cognitive-communication disorders;
- Principles of clinical assessment and intervention;
- Clinical materials and methods using case examples.

Week	Date	Lectures and Labs	Other activities
1	Sept. 4	Overview of the course and syllabus Introduction to the clinical setting	Select presentation topic – Doodle Select battery for Lab 2 – Doodle Adapt a message to a lay audience: Send by September 10th at 4 pm
2	Sept. 11	Neurophysiology and aphasia etiology recap Adapting explanations and developing aphasia-friendly material <u>Lab 1</u> : Medical chart review	Assignment on Aphasia-friendly material: Select topic – Doodle

3	Sept. 18	Aphasia classification recap and introduction to aphasia assessment (1 h) <u>Lab 2</u> : Student presentations on assessment batteries (2 h)	
4	Sept. 25	Aphasia assessment: Principles and tools <u>Lab 3</u> : Assessment planning	
5	Oct. 2	* <u>Lecture: 1:30 – 3:30</u> * Aphasia treatment by modality and syndrome Guest lecturer: Michelle Bourque	
6	Oct. 9	Principles of aphasia rehabilitation Impairment-focused approaches to treatment <u>Lab 4</u> : Simulation center debriefing	
7	Oct. 16	Cognitive-focused approaches to treatment (1 h) <u>Lab 5</u> : Aphasia intervention (2 h)	Hard copy of aphasia-friendly material due at the beginning of class (pdf copy <u>by 4 pm</u>)
8	Oct. 23	Activity/participation approaches to treatment Comparison of approaches and efficacy	Mid-term take-home exam distributed
9	Oct. 30	Presentations on Aphasia Treatment Approaches (3 h)	Presentation and Summary: - pdf = <u>Oct. 29 by 4 pm</u> - printout = <u>at the beginning of class</u>
10	Nov. 6	Right hemisphere communication disorders <u>Lab 6</u> : Counselling	
11	Nov. 13	Neurodegenerative diseases <u>Lab 7</u> : Differential diagnosis	Mid-term take-home exam <u>due at the beginning of class</u>
12	Nov. 20	* <u>Lecture: 1:00 – 3:00; Lab: 3:15 – 4:15</u> * Traumatic brain injury 1 Guest Lecturer: Alena Seresova <u>Lab 8</u> : TBI assessment	
13	Nov. 27	* <u>Lecture: 1:00 – 3:00; Lab: 3:15 – 4:15</u> * Traumatic brain injury 2 Guest Lecturer: Alena Seresova <u>Lab 9</u> : TBI treatment	
Exams Week	Dec. 11	* <u>1:00 – 3:00, Room 869</u> * Final Exam	

DETAILED LAB SCHEDULE:

Unless otherwise specified, labs will take place **during the last hour of class.**

Week	Date	Lab Activity
1	Sept. 4	<i>No Lab</i>
2	Sept. 11	Lab 1: Medical chart review Students will learn to extract relevant information from a medical chart, learn to organize the information, and learn common medical abbreviations and terminology.
3	Sept. 18	Lab 2: Student presentations on assessment batteries (2 h) In groups, students will present a brief description and demonstration of their assigned assessment batteries to the class.
4	Sept. 25	Lab 3: Assessment planning Students will work in small groups to develop an assessment plan after receiving a referral for a new case
5	Oct. 2	<i>Guest Lecturer - No Lab</i>
6	Oct. 9	Lab 4: Simulation centre debriefing Review of adult acquired language simulation centre case and discussion of management strategies for this case.
7	Oct. 16	Lab 5: Aphasia intervention (2 h) Cases will be presented, and students will work through the process of classifying and describing the communication impairment, identifying relevant prognostic factors, identifying relevant points for family counselling, and developing treatment targets. Then, students will identify long-term treatment goals, specify short-term goals, and develop a treatment plan.
8	Oct. 23	<i>No Lab</i>
9	Oct. 30	<i>Student Presentations - No Lab</i>
10	Nov. 6	Lab 6: Counselling Basic information given to families about communication disorders and ways to maximize communication will be reviewed. Counselling skills will be developed using case examples.
11	Nov. 13	Lab 7: Differential diagnosis Cases will be presented for the class to work through the differential diagnosis process in the context of dementia and PPA.
12	Nov. 20	Lab 8: TBI assessment Using video examples, students will assign a GCS score, identify impairments, judge whether patients are assessable and put into practice what they have learned so far.
13	Nov. 27	Lab 9: TBI treatment Using video examples, students will identify appropriate treatment goals and judge prognosis.

EVALUATION:

Assignment	Due Date	Sub Roles Targeted	Expected Performance Level
Active Participation in Lab Activities 10%	All through the semester	Foundational principles; Assessment; Intervention planning; Intervention and rehabilitation; Client advocacy; Evidence-informed practice; Facilitation of the learning of others	Proficient
Aphasia-Friendly Material 20%	October 16	Oral and written communication	Competent
Group presentation on aphasia treatment approaches 25%	October 30	Foundational principles; Assessment; Intervention planning; Intervention and rehabilitation; Client advocacy; Evidence-informed practice; Facilitation of the learning of others	Competent
Mid-term take home exam 20%	November 13	Foundational principles; Assessment; Intervention planning; Intervention and rehabilitation; Evidence-informed practice	Competent
Final exam (open book) 25%	December 11	Foundational principles; Assessment; Intervention planning; Intervention and rehabilitation; Evidence-informed practice	Competent

Active Participation

Active participation is based on attendance and involvement in lab activities. It is worth 10% of your final grade.

Aphasia-friendly Material

In groups of 4 students (7 groups in total), you will prepare aphasia-friendly material to provide information to persons with aphasia. More detailed guidelines will be provided on September 11. Bring one hard copy at the beginning of class on October 16 and send one pdf copy by email at noemie.auclairouellet@mcgill.ca by 4 pm on the same day. You will receive feedback from the instructor and from people with aphasia who are receiving therapy at the teaching clinic.

This assignment will be graded on a total of 20 points based on sending the adaptation of a short text to a lay audience on time – September 10, 4 pm (3/20), respect of topic, guidelines, and completion of self-assessment questionnaire (12/20), and feedback from a person with aphasia (5/20). It is worth 20% of your final grade.

Topics for aphasia-friendly material

1. Buying a metro ticket from a vending machine using cash
2. Getting from the McGill metro station to the SCSD
3. Use a computer and an email account (with a desktop email client)
4. Use a smartphone to take a picture and show it to someone else
5. Call in at the SCSD to let someone know that you will not be able to make an appointment
6. Check the weather online and bookmark a page
7. Set up text-to-speech on an iPad or iPhone

Group presentations

In groups of 4 students (7 groups in total), you will give a presentation on an aphasia treatment approach. Your presentation should not exceed 15 minutes in duration and will be followed by a 5-minute discussion. Please be prepared to initiate a discussion by having questions or discussion topics ready for the class. Your presentation will consist of an integration of the relevant information from the readings provided on *myCourses* and an overview of your selected treatment approach. You are encouraged to use additional references to complement those already provided.

Your presentation should answer the following questions:

1. What is it (including the name that is most often used to refer to that approach or the best-known treatment in that approach)?
 - What are the fundamental principles of this approach?
 - Is it new or is it already well-established and broadly used?
 - In what context, or based on which theoretical model(s) was it developed?
2. Who is it for?
 - Which clients are targeted by this approach (e.g., which language or communication disorder etiology or classification, level of severity, prognosis, needs and expectations)?
3. How is it done?
 - What is the overall structure of this treatment (e.g., frequency and duration of sessions)?
 - What types of activities are done in therapy and/or outside of therapy? Give concrete examples.
 - What resources are needed?
4. What are the expected outcomes and benefits?
 - What are clients expected to gain from this treatment? Are there some specific benefits to this approach compared to other similar or alternative therapies?
 - Is generalization expected (e.g., to untreated items, in other structured activities, outside of therapy)?
 - Give examples of measurable treatment outcomes.
 - What adaptations can be made if the client is not progressing as expected?
5. What are some potential constraints and limitations?
 - Are there some constraints (including at the organizational level) to this treatment?
 - What are the limitations of this approach?
 - What are remaining questions or controversies surrounding it?
 - How could it be improved?

You are strongly encouraged to add to these questions based on the relevant/interesting questions raised by your specific treatment approach.

Because one of the goals of this assignment is to provide the class with an overview of aphasia treatment options, **you are asked to provide a brief (1 ½ - 2 pages, 12-point font, 1.5 spaced, 2.5 cm margins) written summary of your treatment approach** that will be posted on *myCourses* along with your presentation slides.

The summary and slides are due on the day before the presentations (Monday October 29th) at 4 pm at the latest. Please send them in Powerpoint and pdf format at noemie.auclairouellet@mcgill.ca . Also bring a printout of your summary and slides on the day of the presentations (October 30). To speed up the transition between groups, presentations will be put on the classroom's computer.

All members of the group are expected to contribute equally to the preparation and presentation. This assignment will be graded on a total of 25 points based on clarity and structure of the presentation (5/25), content (see above) (10/25), handout quality (5/25), and preparedness to answer questions and initiate a discussion (5/25). It is worth 25% of the final grade.

Topics for group presentations (associated readings are on *myCourses*)

1. Treating Lexical Impairments with Semantic and Phonological Approaches
2. Treatments Targeting Verbs and Syntax
3. Constraint-Induced Language Therapy
4. Script Training
5. Melodic Intonation Therapy
6. Group Intervention for Aphasia
7. Training Conversation Partners

Mid-term take home exam

The mid-term take home exam will be distributed and explained at the end of Week 8 on October 23. It will cover the content presented in lectures from Week 1 to Week 8 inclusively. The exam includes short essay questions (5-10 lines), and long essay questions (half a page). It is due at the beginning of the class on November 13. Students are expected to complete this exam individually. It counts for 20% of the final grade.

Final exam

The final exam will take place during exam week at the end of the semester. It will be an open book exam (**printed** notes and readings allowed, but no sharing of material or electronic material during the exam). It will cover the content presented in lectures from Week 10 to Week 13 inclusively. It will include short answers (a few words or a sentence) and short essay questions (5-10 lines). It counts for 25% of the final grade.

McGILL POLICY STATEMENTS:

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

ADDITIONAL STATEMENTS:

USE OF SMART PHONES, TABLETS AND LAPTOPS:

Students are permitted to use Smartphones, tablets, and computers in class for academic purposes e.g. taking notes, researching relevant information, calendar functions etc. They may not be used for social reasons e.g. texting, Facebook, Twitter, Instagram etc. If students are using technology for non-academic purposes in class they may lose the privilege of using these items in class. No audio or video recording of any kind is allowed in class without the explicit permission of the instructor.

STUDENTS WITH DISABILITIES:

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.