Learning Objectives.

1. Learners will be able to identify ways in which our approaches to aphasia rehabilitation could incorporate means of supporting communication abilities of persons with aphasia.
2. The learner will be able to determine the promise of stem cells in neuronal regeneration.
3. The learner will be able to discuss genetic influences on brain development, learning and brain plasticity.
4. The learner will be able to assess the importance of outcomes of a clinical trial relative to other measures of improvement.
5. The learner will be able to compare word retrieval treatments for aphasia via a randomized crossover trial.
6. The learner will be able to compare discourse and aphasia battery outcomes following multimodality and constraint induced aphasia therapy in order to choose outcome measures for aphasia therapy trials.
7. The learner will be able to measure outcomes in aphasia and apraxia of speech in the context of a learning health care system.
8. The learner will be able to identify problems and solutions associated with test for dissociations in the single-case.
9. The learner will be able to explain translational processes and research in neurorehabilitation.
10. The learner will be able to cite evidence from sentence-production studies that is relevant to acquisition and generalization responses in aphasia treatment.
11. The learner will be able to state evidence from eye movement studies of catephora processing for integration deficits in in agrammatic aphasia.
12. The learner will be able to assess the long-term impact of aphasia center participation.
13. The learner will be able to summarize script training and its application to everyday life observed in the aphasia center.
14. The learner will be able to apply the design principles of “Aphasia House,” a University Intensive Comprehensive Aphasia Program (ICAP) to treatment.
15. The learner will be able to summarize the 7-year interest rate index and yield of AphasiaBank.
16. The learner will be able to describe the computerized language analysis program for clinicians EVAL.
17. The learner will be able to utilize neuroimaging data to classify aphasia.
18. The learner will be able to describe cortical and structural connectivity damage correlated with impaired syntactic processing.
19. The learner will be able to describe the design and outcome of a pilot study of transcranial direct current stimulation and aphasia treatment.

20. The learner will be able to identify co-occurrence of suppression and coarse coding deficits in adults with RHD.

21. The learner will be able to apply and teach novel idioms.

22. The learner will be able to identify evidence for feedback and feedforward control in apraxia of speech.

23. The learner will be able to cite preliminary results from an artificial grammar learning in relation to statistical learning in aphasia.

24. The learner will be able to examine inhibition during spoken word production in aphasia.

25. The learner will be able to describe a phase 2 study of task using masked repetition priming in treatment of anomia.

26. The learner will be able to define how persons with aphasia describe concrete objects.

27. The learner will be able to summarize how drawing can enhance word retrieval skills in chronic aphasia.

28. The learner will be able to examine the test-retest reliability of word retrieval measures with the AphasiaBank stimuli.

29. The learner will be able to identify the difficulty linking macro- and microlinguistic processes observed in narrative production following TBI.

30. The learner will be able to compare subtypes of main concept production in persons with aphasia.

31. The learner will be able to define garden-path effects and recovery in aphasia.

32. The learner will be able to cite the evolution of aphasic naming errors following phonomotor treatment.

33. The learner will be able to classify localizing unique and overlapping lesion locations in apraxia of speech and aphasia.

34. The learner will be able to appraise inter- and intra-individual variability in non-linguistic attention in aphasia.

35. The learner will be able to cite evidence from eye tracking in relation to on-line sentence reading in people with aphasia.

36. The learner will be able to describe the effect of contextual bias on the production of negative emotion words in persons with right hemisphere brain damage.
37. The learner will be able to synthesize and quantify the outcomes of sound production treatment.

38. The learner will be able to examine the outcomes of semantic feature analysis.

39. The learner will be able to appraise the semantic knowledge use within discourse produced by individuals with anomic aphasia.

40. The learner will be able to evaluate treatment intensity and the effect of repetition priming on naming performance in individuals with anomia.

41. The learner will be able to summarize current knowledge about auditory comprehension of unaccusative verbs in aphasia.

42. The learner will be able to classify the effects of semantic and orthographic blocking on written word production.

43. The learner will be able to cite voxel-lesion symptom mapping of coarse coding and suppression deficits in right hemisphere damaged patients.

44. The learner will be able to describe the neural correlates of grammatical impairment in primary progressive aphasia.

45. The learner will be able to state evidence of core lexicon and main concept production during picture description.

46. The learner will be able to summarize how localizing lesion locations can predict the extent of aphasia recovery.

47. The learner will be able to cite reasons to integrate aphasia into stroke best practice utilizing a Canadian KTE strategy.

48. The learner will be able to explain the relation of Korean passive sentence comprehension deficits and working memory capacity in persons with aphasia.

49. The learner will be able to cite outcomes from an intensive comprehensive aphasia program (ICAP).

50. The learner will be able to examine family ratings of communication and how these ratings may reflect expressive language and conversation level ability in persons with aphasia.

51. The learner will be able to describe a case study examining working memory treatment in an individual with chronic aphasia.

52. The learner will be able to cite normative data for the WAB-R and compare monolingual English speakers, Asian Indian-English bilinguals, and Spanish-English bilinguals.

53. The learner will be able to assess the difficulty level of task demands as perceived by adults with aphasia.
54. The learner will be able to summarize the patterns of decline on language testing in primary progressive aphasia.

55. The learner will be able to evaluate demographic and language predictors of main concept production in Spanish/English bilingual discourse using Nicholas and Brookshire stimuli.

56. The learner will be able to identify referential ambiguity in the narrative productions of African American Adults.

57. The learner will be able to examine story grammar analysis in persons with mild aphasia.

58. The learner will be able to model the relationship between discourse and confrontation naming.

59. The learner will be able to summarize the utilization of virtual clinicians to promote functional communication skills in aphasia.

60. The learner will be able to compare linguistic complexity and efficiency in conversations from Stimulation Therapy and Conversation Therapy in aphasia.

61. The learner will be able to determine why eye movements are not task specific in individuals with aphasia.

62. The learner will be able to explain how aphasia is addressed through interprofessional education.

63. The learner will be able to cite a critical analysis of representation of PWA in the CSD literature.

64. The learner will be able to describe a study communication ability without Broca’s or Wernicke’s areas.

65. The learner will be able to describe a moderately intensive functional treatment for severe auditory comprehension deficits associated with aphasia.

66. The learner will be able to cite an exploratory study on hearing, cognition and memory in aging.

67. The learner will be able to describe changes in cortical plasticity and spoken language production in relation to aphasia therapy utilizing AAC equipment.

68. The learner will be able to describe a pilot study examining script therapy or VNeST for agrammatic aphasia.

69. The learner will be able to describe design fluency subsequent to onset of aphasia or right hemisphere brain damage.

70. The learner will be able to assess nonverbal working memory as a predictor of anomia treatment success.
71. The learner will be able to cite a case study of deep phonological dysphagia where auditory access to low imageability words was improved by embedding them in imageable semantic-syntactic contexts.

72. The learner will be able to describe the effects of increased memory load on short-term facilitation of repetition in persons with aphasia.

73. The learner will be able to examine the relationship between attention allocation and working memory processes in persons with and without aphasia.

74. The learner will be able to cite case studies examining executive attention deficits in aphasia.

75. The learner will be able to review and verify a computational model of word production of voxel-based lesion-parameter mapping.

76. The learner will be able to summarize the behavioural and neurobiological outcomes of computer-based cognitive intervention for aphasia.

77. The learner will be able to identify neurobehavioral responses to increased treatment dosage in chronic, mild aphasia.

78. The learner will be able to cite a linguistic analysis of three people with no prior AAC experience using an AAC device.

79. The learner will be able to summarize the effects of individual and group therapies on verb production in aphasia.

80. The learner will be able to describe a single case study of Broca’s aphasia in the context of the evolution of language symptoms in narrative production.

81. The learner will be able to identify intensive multimodal communication intervention for people with chronic aphasia.

82. The learner will be able to investigate the role of intensity in a comprehensive, aphasia therapy program through review of a non-intensive trial of aphasia LIFT.

83. The learner will be able to cite evidence from the Indian context for the crosslinguistic generalization of semantic treatment in aphasia.

84. The learner will be able to cite a preliminary analysis of the impact of personalization on acquisition and generalization of script training.

85. The learner will be able to identify reasons for reframing models of pure alexia.

86. The learner will be able to describe evidence from speech production errors by four English/Afrikaans speaking individuals that forms our understanding of errors cross-linguistic processing in bilingual aphasia.