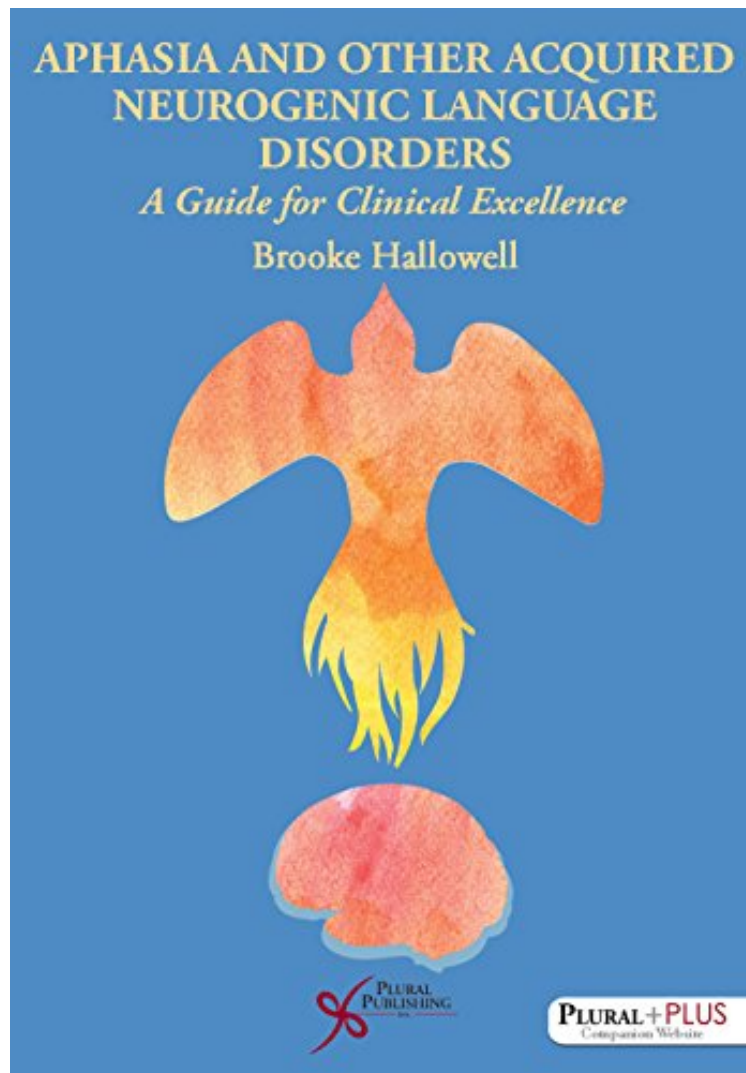


# Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence

Brooke Hallowell

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**Brooke Hallowell : Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence** before purchasing it in order to gage whether or not it would be worth my time, and all praised Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence:

0 of 0 people found the following review helpful. A little "too" basicBy Courtney Nicole ClarkI recently ordered this textbook for a graduate level course. It arrived right on time and in perfect condition. It is also very easy to read and is a fairly thick book - I was glad I got my money's worth. However, I have found this book to be a little too basic for the graduate level. If you are an SLP just starting out this is a great resource but will probably need to be used in

combination with other recourses.0 of 0 people found the following review helpful. Five StarsBy JohnnyK4372What can I say, it was a required textbook0 of 0 people found the following review helpful. Five StarsBy muzhiweivery good

Covering an array of evidence-based content, including aphasia, traumatic brain injury, dementia, and language in aging, *Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence* is a must-have textbook for clinicians and students studying to be speech-language pathologists. This clinical guide strategically addresses scientific foundations, service delivery, international and multicultural perspectives, assessment, and treatment. Key features include: A rigorous approach to the art and science of clinical practice, integrating diverse theoretical perspectives for a global readership Guidance on advocacy, ethics, reimbursement, legal aspects, and counseling An emphasis on person-centered, empowering approaches to maximize life participation Extensive assessment resources and a process analysis approach for analyzing communicative performance and interpreting assessment results How-to content on over 50 intervention approaches Diagrams, charts, illustrations, summary tables, a substantial glossary, a detailed index, and rich up-to-date references Complementary online materials with links to videos and other teaching/learning resources Systematic queries that enliven clear learning objectives Organized to maximize adult learning, the book is adaptable for multiple pedagogic methods for classroom-based courses, independent study, and online learning. *Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence* provides clinicians and students a clear pathway for quality and effectiveness in clinical practice. \*Note Regarding Access to Supplementary Content Online: This book comes with related materials hosted on a PluralPlus companion website. If you purchase or rent a used copy of the printed book, the code to access the website printed inside the book may have been previously redeemed/used or be incorrect and you will NOT be able to use it. To guarantee access to the supplementary materials on the website, it is recommended you purchase a new/unused copy of this book directly from Amazon or the publisher, Plural Publishing, Inc. If you purchase from other resellers, check with the reseller regarding the validity of the access code before completing your purchase. The publisher will not replace inactive access codes to customers renting or purchasing used books from Amazon or via other resellers.

"The author's unique "voice" comes through here, as does her passion and enthusiasm for clinical aphasiology...I don't know of any other textbook that structures the active learning experience for the reader in the way this one does. If readers truly engage with the learning opportunities provided, their depth of knowledge in many ways." --Barbara Shadden, PhD, Professor Emerita, Department of Communication Disorders, University of Arkansas "This book is a book so well written scientifically and yet so poetic and artistic, reflecting the art and the science of our profession, applicable to clinical practice as well as laboratory research." --Hyanghee (Hope) Kim, PhD, Professor, Department of Speech-Language Pathology, Younsei University, Korea 5 STARS! \*\*Description\*\* This exhaustive review of acquired neurogenic language disorders covers aphasia, right brain, TBI, and dementia. It provides a broad range of information from theoretical concepts to clinical applications, including important aspects of the clinical process based on evidence-based practice as well as practical, useful information such as billing. \*\*Purpose\*\* The intent is to go beyond assessment and treatment of neurogenic disorders. The author includes aspects of the WHO's model of body structure and function, quality of life, multicultural issues, ethical issues, and evidence-based practice. This book is phenomenal and could be used across many courses for graduate students. \*\*Audience\*\* The intended audience is students in speech-language pathology who wish to work in the medical arena. It also would be a great reference for working clinicians. This book is right on target for graduate students. Dr. Hallowell is very much an authority, with years of experience, who has published extensively in these areas. \*\*Features\*\* The book covers all aspects of the process of assessment and intervention, related to the neurological disorders of aphasia, right brain, TBI, and dementia. It includes a strong historical perspective on these deficits as well as descriptions of current neuroanatomy and neurophysiology. It covers many aspects of intervention such as quality of life issues that many books do not address. The book's main strength is that it is comprehensive. The only possible criticism is that this comprehensiveness could be seen as rather daunting by students. But it is a book many would want to subsequently keep for their professional libraries. There is an accompanying website, which would be of special interest to instructors. \*\*Assessment\*\* This book is amazing. It is extremely thorough and, to my knowledge, far exceeds the offerings I have considered in the past, such as *Aphasiology: Disorders and Clinical Practice*, 2nd edition, Davis (Pearson, 2006), and *Brain-Based Communication Disorders*, LaPointe et al. (Plural Publishing, 2010). It is also much more user friendly than *Language Intervention Strategies in Aphasia and Related Neurogenic Communication Disorders*, 5th edition, Chapey (Lippincott Williams Wilkins, 2008). --Paul A Dagenais, Ph.D., University of South Alabama in Doody's (Aug 2016) About the Author Brooke Hallowell, PhD, CCC-SLP, brings to this book over 25 years of clinical, research, teaching, and advocacy experience to support adults with acquired neurogenic communication challenges. Dr. Hallowell is active in research and advocacy related to aphasia and other neurogenic language disorders as well as aging and end-of-life care. She serves on boards and task forces of several national and international organizations, including the Aphasia and Stroke Society of India, Aphasia United, and the National Aphasia Association. She serves as editorial board member and reviewer for many scholarly journals and reviewer for

several granting agencies, including the National Institutes of Health (NIH). Dr. Hallowell has garnered over U.S.\$14 million in funded grants, with extramural support from such agencies the NIH, National Science Foundation, Health Resources Service Administration, and the Ohio Department of Aging. A former President of the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), she chaired the first-ever Global Summit on Higher Education in Communication Sciences and Disorders in 2012 and is deeply engaged in developing new academic and clinical programs, especially in underserved regions of the world. A Fellow of the American Speech-Language-Hearing Association (ASHA), Dr. Hallowell is also the recipient of the 2015 Asia Pacific Society in Speech-Language-Hearing Association Outstanding Contribution Award, the 2014 CAPCSD Honors of the Council, the 2013 ASHA Certificate of Recognition for Outstanding Contributions in International Achievement, a former Fulbright Fellow, and U.S. national Finalist for the Thomas Ehrlich Award for Service Learning. Dr. Hallowell holds a BA from Brown University, an MS from Lamar University, a certificate of Etudes Suprieures from the Conservatoire National de France, and a PhD from the University of Iowa. She serves as Executive Director of the Collaborative on Aging, Professor and Coordinator of PhD Programs in Communication Sciences and Disorders, Director of the Neurolinguistics Laboratory, Adjunct Professor of Family Medicine, Adjunct Professor of Biomedical Engineering, Professor of Southeast Asia Studies, Professor of International Development Studies, and Supervisor of the Aging and Gerontological Education Society and the Respite Volunteer Program at Ohio University. She previously served as Associate Dean for Research and Sponsored Programs in College of Health and Human Services; Director of the School of Hearing, Speech and Language Sciences; founding Co-Director of the Global Health Initiative; founding Coordinator of the Diabetes Research Initiative; and Co-Director of the Appalachian Rural Health Institute at Ohio University. Having had selective mutism as a child and having been an extremely shy person into young adulthood, she entered the realm of clinical aphasiology with a personal connection to those who have important things to say but are not able to express them fully. Being the mother of a child with a severe traumatic brain injury who is now a thriving and extremely competent adult, she has firsthand knowledge about what it is that people need and want during the course of rehabilitation. According to Dr. Hallowell, these experiences are a large part of what drives her passion to help clinicians and clinicians-in-training focus not only on gaining clinical knowledge and skill but also on wisdom, compassion, and other characteristics that will propel them toward ultimate excellent clinical competence.