

Neurogenic Communication Disorders I
Course Syllabus- COMD 6377
Spring 2014

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Class Schedule: Tuesday/Thursday 1:00-2:15
Callier Dallas Campus: J108
January 14 – April 24, 2014
Class Final: April 26, 2014

Pre-requisites: None

Course Description: The purpose of the course is to introduce communication disorders as a result of neurological injury or illness in the adult population. Content will emphasize etiology, characteristics, assessment and intervention associated with aphasia, traumatic brain injury, right hemisphere impairment, and dementia.

This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are: III-B, III-C, III-D, III-E, III-F, III-G, IV-B.

STUDENT LEARNING OBJECTIVES:

Students will:

1. Identify normal and abnormal language and cognition pertaining to adult communication disorders. (Std. III-B, III-C, III-D)
2. Describe etiologies and identify basic characteristics of neurogenic language and cognitive-communication disorders in the adult population. (Std. III-C,
3. III-D).
4. Describe and apply basic assessment strategies for adult patients with neurogenic communication disorders. (Std. III-E)
5. Interpret assessment data to develop intervention for adults with language and cognitive-communication disorders. (Std. III-E)
6. Understand the impact of ethical and professional issues in the assessment and treatment of neurogenic communication disorders in the adult population. (Std. III-F, III-G)
7. Describe basic treatment approaches for adult neurogenic communication disorders to achieve desired patient outcomes based on current best evidence. (Std. III-D, III-F, IV-B)
8. Identify influences of linguistic, cultural and socioeconomic differences to provide services for adults with neurogenic language and cognitive-communication disorders. (Std. III-F, III-G, IV-B)

Revised 1/10/11

Required Textbook: Brookshire, Robert, (2007) Introduction to Neurogenic Communication Disorders, Seventh Edition

Optional Textbook: Chapey, Roberta, (2008) Language Intervention Strategies in Aphasia and Related Neurogenic Communication Disorders, Fifth Edition
***This optional textbook will be the required text for COMD 6378 – Neurogenic Communication Disorders II**

Additional readings and resources will be provided via: <http://elearning.utdallas.edu>.

****Class lecture notes will be posted at <http://elearning.utdallas.edu>.. Please print out the PowerPoint handouts prior to class so you can use them to take notes efficiently.**

****These descriptions and timelines are subject to change at the discretion of the instructor**

Assignments and Calendar:

Dates	Class Topic	Required Reading: Brookshire Optional Reading: Chapey, other
1/14	Introduction: Providing speech-language services for adults with neurogenic communication disorders	Chapey: Chapter 1
1/16 and 1/21	Neuroanatomy: localization and Neuroplasticity	Brookshire: Chapter 1 Chapey: Chapter 2
1/23 and 1/28	Etiology and characteristics of neurological disorders affecting language and cognition	Brookshire: Chapter 2, review appendix Chapey: Chapter 3
1/30	Exam #1	
2/4 and 2/6	Assessment of language: standardized and functional	Brookshire: Chapter 3, 5 and 6 Chapey: Chapter 4
2/11 and 2/13	Aphasia classifications	Brookshire: Chapter 8
2/18	Introduction to treatment approaches Treatment of aphasia	Brookshire: Chapter 7 Chapey: Chapter 6
2/20	Treatment of aphasia and Case Studies	
2/25 2/27	Guest panel of individuals recovering from aphasia Exam #2	
3/4	Introduction to Cognitive Function	Brookshire: Chapter 9
3/6	Traumatic: brain injury: etiology and characteristics	Brookshire: Chapter 9
3/11 and 3/13	*No Classes Due to Spring Break	

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3/18	Cognitive Function in TBI Assessment of TBI: Ranchos Levels	Brookshire: Chapter 9
3/25 and 3/27	Assessment of TBI: Rancho Levels	
4/1 and 4/3	Treatment of traumatic brain injury Cont'd treatment of TBI (start RHD if time)	Brookshire: Chapter 9
4/8	Characteristics/Etiology/Assessment Treatment of RHD	Brookshire: Chapter 8
4/10	Guest lecture: video case studies on RHD <i>Melinda Malone, M.S., C.C.C./SLP</i> <i>UT Southwestern Medical Center</i>	
4/15	Guest lecture: Dementia and other degenerative processes <i>Audette Rackley, M.S., C.C.C./SLP</i> <i>Center for Brain Health, UTD Treatment of dementia</i>	Brookshire: Chapter 10
4/17	Ethical considerations, quality of life, education	Information posted on elearning
4/22	Research article quiz (in Class)	Article posted on elearning
4/24	Treatment of Dementia	Brookshire: Chapter 10
4/29	Case Studies Case Studies Quiz (in class)	Information posted on elearning
5/1	Exam #3	

Class Attendance/Participation:

Reasonable attendance is required. You are responsible for information presented in the lectures as well as information from the text and additional readings. It is vitally important that you attend all classes and read all assigned readings weekly to ensure that you meet all learning objectives stated in the syllabus. Therefore, class attendance/participation activities will be given and graded. Attendance/participation activities may be given at any time during the class and on any class day. You must be present in class to complete the activity and no makeup times will be given for absence from class attendance grades. Because personal illness and deaths in the family do occur, your two lowest grades will be dropped and the remaining grades will be averaged (absences for religious holy days will not be counted in the average however, the student must notify the instructor of the religious holy day absence ahead of time). The average for the class attendance/participation activities will equal 10% of your total grade for the course. Activities may include any of the following topics:

- Questions from chapter readings assigned from required text and articles (only readings assigned for that week or prior weeks)
- Questions regarding information from that day's lecture or previous lectures from instructor or guest speakers
- Case study questions regarding information from that day's lecture or previous lectures
- Attendance to pick up class assignments, turn in class assignments, take exams etc.

GRADING POLICY

Revised 1/10/11

Acquired knowledge will be assessed via exams, quiz and a class project covering information presented in lectures, readings and videos. Knowledge will be applied and skills demonstrated via class discussion, exam/quiz questions and class project. Correct grammar and spelling will also be graded on exams.

There will be a total of three exams covering lectures and readings. Exam 1 will cover information regarding neurological issues from the first four lectures. Exam 2 will cover professional issues, assessment and treatment of aphasia. Exam 3 (final exam) will cover information regarding assessment and treatment of traumatic brain injury, right hemisphere dysfunction and dementia. The case studies quiz is worth 10% and the research article quiz is worth 5%.

Grading will be as follows:

Exam #1	25%
Exam #2	25%
Exam #3	25%
Case Studies Quiz	10%
Research Article Quiz	5%
Class attendance/participation	10%

Case Studies Quiz: There will be a case studies quiz on the last class day before the final exam. The quiz will contain case studies regarding a variety of diagnoses mentioned in class.

Research article quiz: A current research article is available on <http://elearning.utdallas.edu>. You are responsible for reading the article **prior** to the quiz date. The quiz will be administered during class in multiple-choice format covering the content of the article.

ASHA STANDARDS ADDRESSED IN THIS CLASS: How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated:

Standard 3.0B Curriculum

3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.

The intent of this standard is to ensure that program graduates have opportunities to acquire the knowledge and skills needed for entry into professional practice across the range of practice settings (included but not limited to hospitals, schools, private practice, community speech and hearing centers, and industry) and to qualify for those state and national credentials for independent professional practice that are relevant to the program's purpose and goals.

The program must provide an academic and clinical curriculum that is sufficient for students to acquire and demonstrate, at a minimum, knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

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The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and the anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. These opportunities will be provided in this class in the area of stuttering.

The program must provide opportunities for students to acquire and demonstrate knowledge in the following areas:

- principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders;
- standards of ethical conduct;
- interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders;
- processes used in research and the integration of research principles into evidence-based clinical practice;
- contemporary professional issues and advocacy;
- certification, specialty recognition, licensure, and other relevant professional credentials.

The program must provide opportunities for students to acquire and demonstrate skills in the following areas:

- oral and written or other forms of communication;
- prevention, evaluation, and intervention of communication disorders and swallowing disorders;
- interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior;
- effective interaction with patients, families, professionals, and other individuals, as appropriate;
- delivery of services to culturally and linguistically diverse populations;
- application of the principles of evidence-based practice;
- self-evaluation of effectiveness of practice.

3.2B Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.

3.3B The scientific and research foundations of the profession are evident in the curriculum.

Students will demonstrate the following skills:

1. Identify normal and abnormal adult language and cognitive communication as it pertains to adult neurogenic disorders.

As measured by:

Successful completion of exams
Successful completion of projects

2. Describe etiologies of language and cognitive-communication disorders in the adult population.
As measured by:

Successful completion of exams
Successful completion of projects

3. Identify and describe symptoms of the classifications of aphasia.
As measured by:

Successful completion of exams
Successful completion of projects

4. Identify and describe symptoms of various cognitive-communication disorders.
As measured by:

Successful completion of exams
Successful completion of projects

5. Describe and choose appropriate assessment procedures for adult patients with language and cognitive-communication disorders.
As measured by:

Successful completion of exams
Successful completion of projects

6. Describe intervention approaches for adult patients with language and cognitive communication disorders.
As measured by:

Successful completion of exams
Successful completion of projects

7. Discuss and identify appropriate treatment activities for adults with language and cognitive-communication disorders.
As measured by:

Successful completion of exams
Successful completion of projects

8. Discuss and describe strategies to collect and analyze data from therapy.
As measured by:

Successful completion of exams
Successful completion of projects

9. Discuss and describe strategies to achieve generalization of communication skills/strategies for adults in natural environments.
As measured by:

Successful completion of exams
Successful completion of projects

10. Discuss and describe documentation procedures to effectively communicate patient speech-language diagnoses and expected outcomes.

As measured by:

Successful completion of exams
Successful completion of projects

11. Identify standards of ethical conduct as they relate to the practice of adult language and cognitive communication rehabilitation.

As measured by:

Successful completion of exams
Successful completion of projects

12. Identify and describe cultural issues that relate to adult language and cognitive- communication disorders and treatment.

As measured by:

Successful completion of exams
Successful completion of projects

13. Discuss and describe educational needs of patients and caregivers for adults with language and cognitive-communication disorders.

As measured by:

Successful completion of exams
Successful completion of projects

14. Discuss strategies to prevent adult language and cognitive communication disorders.

As measured by:

Successful completion of exams
Successful completion of projects

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address

http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations, which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

Revised 1/10/11

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.