



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 221 Neurogenic Language Disorders	Section: 01 #31975
Meeting Days: Monday/Wednesday	Meeting Times: 8:00-10:50 AM	Location: Folsom Hall Room 2206B
Instructor: Dr. Darla K. Hagge CCC-SLP	Email: hagge@csus.edu	Phone: 916-278-6695
Office Location: Folsom Hall, CSAD Depart. Office #2405	Office Hours/Appointments: Tuesdays, 1:30 – 4:00 p.m. By appointment, please contact department front desk	

#### Catalogue Course Description:

#### CSAD 221. Neurogenic Language Disorders.

**4 Units**

**Term Typically Offered:** Spring only

In-depth study of language and cognitive disorders in adult, secondary to cerebrovascular accident, dementia, and/or traumatic brain injury. Assessment and intervention strategies are covered with particular emphasis on functional outcomes.

#### Place of Course in Program

This four-unit graduate seminar focuses on the cognitive, linguistic and social-emotional aspects of right and left-hemisphere stroke, traumatic brain injury, and dementia. Assessment procedures and intervention strategies will be discussed. In this course you will analyze ideas and make critical evaluations, understand and apply research literature, and demonstrate professional communication skills. To enhance learning, students will be given the opportunity to work directly with adults with acquired communication disorders in the assigned mandatory weekly lab meetings through NeuroService Alliance.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	<b>Y</b>
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	<b>Y</b>
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	<b>Y</b>
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	<b>Y</b>
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	<b>Y</b>
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	<b>Y</b>

## Course Learning Outcomes:

### **GRADUATE**

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester (see table on next page).

### **CSAD 221 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Review/introduce location and function for neuroanatomical structures related to language and cognition.
2. Review/introduce relevant national and international policies, scope of practice and theoretical perspectives related to linguistic and cognitive-communication disorders.
3. Introduce neuropathologic and neuroanatomic explanations of aphasia and related disorders.
4. Review/introduce the neurologic assessment including cranial nerves and clinical signs/symptoms.
5. Introduce general principles for assessment of adults with acquired neurogenic cognitive-communication disorders.
6. Introduce standardized and nonstandardized assessment of the four language modalities for adults with acquired cognitive-communication disorders including verbal expression, auditory comprehension, reading, and writing.
7. Introduce assessment of Functional Communication and factors related to Quality of Life for adults with acquired cognitive-communication disorders.
8. Introduce the context for treatment of cognitive-communication disorders including multidisciplinary approach, candidacy for treatment, clinical decision making, online data and documentation, generalization, and social validation.
9. Introduce the treatment of aphasia and related disorders including process-oriented treatment, functional and social approaches to intervention, and group treatment.
10. Introduce assessment of cognitive processes including attention, memory, and executive function for adults with acquired cognitive-communication disorders.
11. Introduce right-hemisphere syndrome for adults with acquired cognitive-communication disorders including impairment, formal and informal assessments, and intervention approaches.
12. Introduce traumatic and nontraumatic brain injury for adults with acquired cognitive-communication disorders including pathophysiology, prognostic indicators, assessment, intervention, group treatment, and community integration.
13. Introduce the dementias, etiologies, progression, assessment, intervention, and management.
14. Review/introduce principles of evidence-based practice as it relates to adults with acquired cognitive-communication disorders.

<b>Learning Outcomes Table</b>		
<b>Student Learning Outcomes</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1	Quiz #1 – 25% Mid-Term Examination – 10%	
2	Quiz #1 – 25% Mid-Term Examination – 10%	
3	Quiz #1 – 25% Mid-Term Examination – 10%	
4	Quiz #1 – 25% Course & Lab Attendance & Participation – 25% Mid-Term Examination – 10%	
5	Quiz #2 – 25% Course & Lab Attendance & Participation – 25% Mid-Term Examination – 10%	
6	Quiz #2 – 25% Mid-Term Examination – 10% Language Assessment Notebook, Parts A & B – 100%	
7	Quiz #2 – 25% Mid-Term Examination – 10%	
8	Quiz #2 – 25% Quiz #5 – 100% Course & Lab Attendance & Participation – 25% Mid-Term Examination – 10%	
9	Quiz #3 – 50% Mid-Term Examination - 20% Final Examination – 10%	
10	Quiz #3 – 50% Cognitive Assessment Notebook – 100% Final Examination – 20%	
11	Quiz #4 – 50% Final Examination – 20%	
12	Quiz #4 – 50% Final Examination – 20%	
13	Quiz #5 – 50% Final Examination – 20%	
14	Quiz #5 – 50% Course & Lab Attendance & Participation – 25% Final Examination – 10% Communication Partner Training Modules – 100%	

## Textbooks and Materials:

### **Required Text:**

Brookshire, Robert (2015). *Introduction to Neurogenic Communication Disorders*. 8<sup>th</sup> edition, Mosby: St. Louis.

### **Recommended Texts:**

Chapey, R. (Ed.) (2008). *Language intervention strategies in aphasia and related neurogenic communication disorders*, 5<sup>th</sup> Ed. Lippincott Williams & Wilkins: Philadelphia.

Hux, K. (Ed.) (2010). *Assisting survivors of traumatic brain injury: The role of speech-language pathologists*, 2<sup>nd</sup> Ed. Pro-Ed: Austin, TX.

Kennedy, M. R. T. (2017). *Coaching College Students with Executive Function Problems*. The Guilford Press: New York.

Miller, B. L., & Cummings, J. L. (2018). *The Human Frontal Lobes: Functions and Disorders* (3<sup>rd</sup> Ed.). The Guilford Press: New York.

McMartin, H. H., (2019). *The Visual Brain: Peripheral Reading and Writing Disorders*. Slack Incorporated: New Jersey.

Sacks, O. (1985). *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*. Simon & Schuster: New York.

Shewan C. M., & Bandur, D. L. (1986). *Treatment of Aphasia: A Language Oriented Approach*. College-Hill Press: San Diego.

Sohlberg, M. M., & Mateer, C. A. (2001). *Cognitive rehabilitation: An Integrative Neuropsychological Approach*. The Guilford Press: New York.

Sohlberg, M. M., & Turkstra, L. S. (2011). *Optimizing Cognitive Rehabilitation: Effective Instructional Methods*. The Guilford Press: New York.

Tuokko, H. A., & Smart, C. M. (2018). *Neuropsychology of Cognitive Decline: A Developmental Approach to Assessment and Intervention*. The Guilford Press: New York.

Winston, R., Wilson, B. A., & Bateman, A. (2017). *The Brain Injury Rehabilitation Workbook*. The Guilford Press: New York.

Zitter, J. N. (2017). *Extreme Measures: Finding a Better Path to the End of Life*. Penguin Random House: New York.

### **Other Readings:**

Additional readings may be made available on the course web site (CANVAS) environment

### **Required Materials:**

#### **Students should bring the following to each class meeting:**

Required textbook

Laptop, netbook, iPad, or other device with internet capability (if device is not available, student(s) should arrange to share with a classmate, *in advance of class meeting*)

Paper, pens, pencils

Download, print, and bring relevant in-class learning activities and other documents, as uploaded to CANVAS by the instructor(s)

Bring flashlight for practice cranial nerve examination, if applicable

Scantron Forms, for all quizzes, mid-term & final examination (Style of Scantron: TBA)

### **Course Requirements:**

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to SacCT/Web site/Other
- Access to a computer and printer

## Online Resources:

### CANVAS

Please view the course CANVAS website for a large collection of resources including websites, articles, documents, and more

## Course Requirements/Components:

### **Course Structure:**

This course will incorporate a variety of in-class learning experiences including direction instruction (lecture), active learning activities, small/whole group discussions, multimedia viewing, NeuroService Alliance as a lab component, and/or guest presentations from adults at the chronic stage of living with acquired communication disorders. Due to the breadth and depth of the course content, students will be assigned weekly readings and will be quizzed regularly on the assigned readings and course lectures, discussions, and activities. All assignments (e.g., group project and presentation, Language/Cognitive Evaluation Notebook) are carefully constructed and assigned for the purpose of enhancing student learning and preparing for future clinical success.

### **Course Methods:**

Students will meet the objectives listed above through a combination of the following activities:

- Attend all class meetings (see attendance policy)
- Participate in small/whole group discussions and in-class active learning activities
- Serve as a trained communication partner and provide services to adults with acquired communication disorders in NeuroService Alliance as a lab component
- Complete and pass quizzes, mid-term examination, and a final examination
- Prepare and participate in a group oral presentation
- Design a Language (Part I) and Cognitive (Part II) Evaluation Notebook based on the literature

This space intentionally left blank.

## METHODS OF EVALUATION:

**Grading Policy:** A total of 700 points are possible. Your final grade will be calculated as a % of points out of 700 points. Missing assignment(s) will result in final grade reduction by one full letter (e.g., B to a C grade). Points possible are assigned as follows:

<b>Methods of Evaluation:</b>		
<b>Assignment</b>	<b>Point Value</b>	<b>Date Scheduled</b>
<b>Attendance &amp; participation in class meetings &amp; in-class activities &amp; assignments, including assigned documentation</b> <i>(Class &amp; Lab Meetings with assigned documentation)</i>	100	See CANVAS for additional information
<b>Completion of Communication Partner Training</b>	100	See CANVAS for learning modules and quizzes Scantron due by 5:00 p.m. Friday, January 31, 2020 In Dr. Hagge's mailbox
<b>5 quizzes</b> (20 pts per quiz x 5) Requires Scantron	100	See CANVAS for additional information
<b>Mid-Term Exam</b>	100	This mid-term exam will be in the form of an ICR using one of your NeuroSA member's as your "client." Your assessment will need to be based completely on observations and a minimal amount of informal assessment using your informal language binder. <i>(See CANVAS for template &amp; additional information)</i>
Assessment Notebook, <b>Parts A and B</b> (100 pts each)	200	See CANVAS for additional information
<b>Final Exam, Cumulative</b> <i>(Bring Scantron)</i>	100	Week of 05/13/19 <i>(TBD: per University's official final examination schedule)</i>
<b>Total possible points</b>	<b>700</b>	

*Failure to submit an assignment will result in the final grade being reduced (at least) by one full letter grade.*

Letter grades are assigned according to the following scores. Please note that unexcused tardiness and absences may result in the reduction of one letter grade. Please see the above-reported grading policy.

<b>Letter Grade</b>	<b>Percentage</b>	<b>Performance</b>
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

## Course Policies/Procedures:

**Attendance:** This course involves verbal interaction/discussion among the students, the instructor, and possible guest presenters. You cannot really “get” what was covered in class via classmates’ notes. Class and interprofessional education event attendance and participation are **required**, and roll will be taken in the form of each student signature on the official roll sheet during **ONLY** the **first ten minutes** of each class session. Students who arrive late to class will need to confer with the instructor before the end of that class meeting. Students should report absences or late arrivals (due to emergency and/or medical issues only) to the instructor in person or via voice mail or email *prior to class meeting* (not via text messages).

**FOUR (4) unexcused late arrivals to class will result in your final grade dropping one letter grade.**

**TWO (2) unexcused absences will result in your final grade dropping one letter grade.**

Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations of this career. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate.

This space intentionally left blank.

**Class meetings/participation:** Lecture + discussion + observation format will be followed. Active listening and problem solving are expected. We will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model being presented on the board ... please be prepared! When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-language pathology is a profession in which you need to actively problem solve at all times. For this reason, exams will definitely cover material that have been discussed in class. This includes videos, review of materials, lab experiences, etc. Be aware that you aware that you must be “present to win” this knowledge.

**Readings:** You are responsible for all reading materials assigned. Not all assigned readings appear on this syllabus, as some short readings may be added during the course of the semester. You are expected to have completed the assigned readings prior to class time on topic discussion dates so that you are able to participate in discussion and ask questions.

**Students are expected** to attend class regularly and to be prepared to participate in weekly class discussions and activities. Assignments **must** be turned in or taken on the scheduled dates and times. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. As previously stated, if you are absent from class, you are responsible for all material covered.

Additionally, students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. To that end, cell phones are to be turned off throughout the class period. Electronic devices will be used to access posted Canvas resources or documents. Checking email and other non-course online activities are not acceptable and do not align with professional behavior.

Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.

The syllabus, outlines of class topics, and other info will be posted on Canvas. Outlines and other posted information will be removed no earlier than 2 weeks after original posting, but will not remain available on-line indefinitely. Students are encouraged to read and/or copy the material when it is posted. In addition, it is recommended that students:

1. Retrieve the outline from Canvas when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding.
4. Create and participate in study groups throughout the semester.

**Exams and Quizzes:** A total of two (2) examinations and five (5) quizzes will be given during the semester. You are responsible for materials covered in required readings, classroom discussions, and handouts. Mid-term examination is an initial case report based on your assigned member in NeuroService Alliance. Exams may include multiple choice, true/false, short answer, fill-in, and/or essay. Quizzes may include multiple choice, true/false and/or fill-in questions. All quizzes require the use of a Scantron (Style: TBA). No exceptions. *No make-up*

*examinations or quizzes are given unless there is a documented medical emergency for which you have written proof provided by a doctor. Any approved make-up exams will be scheduled at the end of the semester during dead week and may be administered in essay format.*

**Project:** A total of one (1) two-part project will be assigned: The Informal Assessment Notebooks, Part A and Part B. The details regarding this project will be discussed in class and/or posted on CANVAS. Scores on late submissions will drop by one letter grade per day.

## TENTATIVE Course Schedule/Outline (subject to change):

<b>Tentative Lecture/Activity Schedule (<i>subject to change, per instructor's discretion</i>)</b>				
<b>Key for Readings:</b> B = Brookshire, required text / Ch = Chapey, recommended text				
Week	Date - 2020	Topic	Readings	Activities
1	1/22 & 1/24	<p>*Introduction Orientation Syllabus Review Student survey</p> <p>*History of persons with disabilities, a brief review, posted on Bb</p> <p>*ASHA Scope of Practice</p> <p>*WHO's ICF</p> <p>*Neuroanatomy &amp; Physiology <i>(a brief review, posted on Bb)</i></p>	<p>B = Chapter 1 ----- Ch = Pg 42-64</p> <p><b>ASHA &amp; Related Documents:</b> <b>Scope of Practice</b> <a href="http://www.asha.org/uploadedFiles/SP2016-00343.pdf">http://www.asha.org/uploadedFiles/SP2016-00343.pdf</a></p> <p><b>WHO's ICF</b> <a href="http://www.who.int/classifications/icf/en/">http://www.who.int/classifications/icf/en/</a></p> <p><b>Available online:</b> <a href="http://apps.who.int/iris/bitstream/10665/42417/1/9241545445_eng.pdf">http://apps.who.int/iris/bitstream/10665/42417/1/9241545445_eng.pdf</a></p> <p><b>Overview of stroke from ASHA website:</b> <a href="http://www.asha.org/articlesummary.aspx?id=8589970451">http://www.asha.org/articlesummary.aspx?id=8589970451</a></p> <p><b>Overview of aphasia on ASHA website</b> <a href="http://www.asha.org/public/speech/disorders/Aphasia.htm">http://www.asha.org/public/speech/disorders/Aphasia.htm</a></p> <p><b>Overview of apraxia of speech on ASHA website</b> <a href="http://www.asha.org/public/speech/disorders/Apraxia-of-Speech-in-Adults/">http://www.asha.org/public/speech/disorders/Apraxia-of-Speech-in-Adults/</a></p> <p><b>Overview of Right hemisphere damage on ASHA website</b> <a href="http://www.asha.org/public/speech/disorders/Right-Hemisphere-Brain-Damage/">http://www.asha.org/public/speech/disorders/Right-Hemisphere-Brain-Damage/</a></p> <p><b>Overview of TBI on ASHA website</b> <a href="http://www.asha.org/Practice-Portal/Clinical-Topics/Traumatic-Brain-Injury-in-Adults/">http://www.asha.org/Practice-Portal/Clinical-Topics/Traumatic-Brain-Injury-in-Adults/</a></p> <p><b>Overview of dementia on ASHA website</b> <a href="http://www.asha.org/public/speech/disorders/dementia/">http://www.asha.org/public/speech/disorders/dementia/</a></p> <p><b>Causes of dementia</b> <a href="http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935289&amp;section=References">http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935289&amp;section=References</a></p> <p><b>Life participation approach to aphasia:</b> <a href="http://www.asha.org/public/speech/disorders/LPAA.htm">http://www.asha.org/public/speech/disorders/LPAA.htm</a></p> <p><b>Family adjustment to aphasia</b> <a href="http://www.asha.org/public/speech/disorders/FamilyAdjustmentAphasia.htm">http://www.asha.org/public/speech/disorders/FamilyAdjustmentAphasia.htm</a></p>	<p><b>*No Quiz</b></p> <p>*Direct Instruction/Lecture</p> <p>*Small/whole group Discussions</p> <p>*Active learning Activities</p>
2	1/27 & 1/29	<p>*Case Study</p> <p>*Neuroanatomic Explanations of Aphasia and Related Disorders – A brief Review</p> <p>*Practice identifying presence of aphasia: In-</p>	<p><b>B = Chapter 8 Chapter 2</b> ----- Ch = Chapter 1 <i>(definition of aphasia and history of aphasiology, pg 3-4);</i></p>	<p>*Direct Instruction/Lecture</p> <p>*Small/whole group Discussions</p> <p>*Active learning Activities</p>

**Tentative Lecture/Activity Schedule (*subject to change, per instructor's discretion*)**

**Key for Readings:** B = Brookshire, required text / Ch = Chapey, recommended text

Week	Date - 2020	Topic	Readings	Activities
		class activity *Cranial Nerve Review, posted on Bb	Chapter 2, pg 20-41	
3	2/3 & 2/5	*Assessing Adults w/ Neurogenic Cognitive- Communicative Impairments  *Assessing Language ( <i>Verbal Expression, V/E; Auditory Comprehension, A/C</i> )	<b>B = Chapter 3</b> ----- Ch = Ch 4-Model of language, pgs 64-65; WHO ICF applied to aphasia, pgs 65-66; Classifying aphasia, pg 81; Goals of assessment, Goal 1, identifying presence of aphasia, pgs 84-85; Goal 2, identification of complicating conditions, pgs 90-top of 94; Goal 10, determining prognostic factors, pgs 123-126.  ----- <b>B = Chapter 5</b>	*Direct Instruction/Lecture *Small/whole group discussions *Active learning activities
4	2/10 & 2/12	*Assessing Language ( <i>Reading; Writing</i> )  *Assessing Functional Communication & Quality of Life (QOL)	<b>B = Chapter 5</b> ----- <b>B = Chapter 6</b> ----- Ch = Chapter 4, quality of life (QOL), pgs 121-122	*Direct Instruction/Lecture *Small/whole group discussions *Active learning Activities <i>Assessment Review</i>
5	2/17 & 2/19	*The Context for Tx of Cognitive - Communication Disorders	<b>B = Chapter 7</b>  SacCT = Posted protocols  ----- Ch = Ways to describe severity, pgs 81-82; BDAE aphasia severity rating scale; Ch 4, Direct observations & comprehensive tests of aphasia, tests of specific language functions, pgs 69-74; Table on pgs 75-76; ethnocultural considerations, pgs 78-79	*Assessment Experience: Practice administering assessments *Small/whole group discussions *Active learning activities
6	2/24 & 2/26	*Treatment of Aphasia & Related Disorders; Functional and Social Approaches	<b>B = Chapter 9</b> ----- Ch = Chapter 28, Language Oriented Treatment, pgs 756-761; Chapter 18, Early management of Wernicke's Aphasia, pgs 507-529. Chapter 30, Communication Based interventions for PWA, pgs 821-824; ; Chapter 11, Social approaches to aphasia intervention, pgs 290-318.	<b>*Quiz 1, 2/26/2020 Aphasia</b> *Direct Instruction *Small/whole group discussions *Active learning activities
7	3/2 & 3/4	*Assessing Cognition  *Begin work on Assessment Notebook, Part B	<b>B = Chapter 4</b>	<b>*Informal Language Assessment Binder DUE on March 4, 2020.</b>  *Direct Instruction *Small/whole group discussions *Active learning activities
8	3/9 & 3/11	*Assessing Cognition, continued *Right Hemisphere Syndrome	<b>B = Chapter 4</b>	<b>*Quiz #2, 3/11/2020 Cognition</b>  *Direct Instruction

**Tentative Lecture/Activity Schedule (subject to change, per instructor's discretion)**

**Key for Readings:** B = Brookshire, required text / Ch = Chapey, recommended text

Week	Date - 2020	Topic	Readings	Activities
				*Small/whole group discussions *Active learning Activities
9	3/16 & 3/18	*Right Hemisphere Syndrome, cont. Characteristics, Assessment, & Intervention	<b>B = Chapter 10</b> ----- Ch = Chapter 34, Characteristics and evaluation procedures, pgs 963-981  Ch = pgs 880-885 (top); pg 887-888 top, Table 33-2, pg 892; and read pgs 892-893 Hux = Chapter 5, pgs 61-92; Chapter 6, Assessment and treatment of cognition, pgs 93-133	<b>*Take Home Mid-Term NeuroSA Informal Evaluation, Hard copy due at the beginning of class on 3/18/2020</b>  *Direct Instruction *Small/whole group discussions *Active learning activities
10	3/23 & 3/25	*Traumatic Brain Injury (TBI): Etiology and Characteristics	<b>B = Chapter 11</b>	<b>*Quiz #3, 3/25/2020 Right Hemisphere Syndrome/Dysfunction</b>  Direct Instruction *Small/whole group discussions *Active learning activities
11	<b>Spring Break – March 30 – April 3, 2020</b>			
12	4/6 & 4/8	*TBI: Prognosis and Recovery	B = Chapter 11	*Direct Instruction *Small/whole group discussions *Active learning Activities
13	4/13 & 4/15	*TBI: Intervention	B = Chapter 11	*Direct Instruction *Small/whole group discussions *Active learning Activities
14	4/20 & 4/22	*TBI: Group Tx and Community Integration	B = Chapter 11	<b>*Due on 4/22/18: Informal Cognitive Assessment Notebook, Part B</b> *Direct Instruction *Small/whole group discussions *Active learning Activities
15	4/27 & 4/29	*Types of Dementia; Assessment	B = Chapter 12 ----- Ch = Chapter 20, Primary progressive aphasia, pgs 543-547; Chapter 35, Dementia, pgs 988-996. ----- Bb: MMSE	<b>Quiz #4, 4/29/2020 TBI/NTBI</b>  *Direct Instruction *Small/whole group discussions *Active learning Activities

**Tentative Lecture/Activity Schedule (*subject to change, per instructor's discretion*)**

**Key for Readings:** B = Brookshire, required text / Ch = Chapey, recommended text

<b>Week</b>	<b>Date - 2020</b>	<b>Topic</b>	<b>Readings</b>	<b>Activities</b>
16	5/4 & 5/6  Dead Week: No NeuroSA (Class meets for 1 hour on M & 3 hours on W)	*Dementia: Management and Intervention	B = Chapter 12	<b>*Quiz #5, 5/6/2020</b>  <b>No NeuroSA!</b>  <b>Dementia</b>  *Direct Instruction *Small/whole group discussions *Active learning activities
17	Week of May 11-15 TBD: Per university final exam schedule	*Final Exam, Cumulative Please bring a #2 pencil and a Scantron.	Place/Time: Per University final exam schedule	No NeuroSA

# Additional Information

## Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

## Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct, Division of Student Affairs..

## Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 221 Neurogenic Language Disorders

### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

#### Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

#### Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

#### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

#### Standard IV-B: Swallowing Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.