SAN JOSÉ STATE UNIVERSITY

College of Education/Department of communicative disorders & sciences

EDSP 265: A Seminar in Cognitive Disorders Section 01 Spring Semester 2015

I. COURSE INFORMATION

Instructor: **Anita Schaack MS CCC**

Office Location: **SH 113**

Telephone: **924-3665**

Email: **anita.schaack@sjsu.edu (PREFERRED CONTACT)**

Office Hours: **THURSDAYS 9-12 OR BY APPOINTMENT**

Class Days/Time: **TH 1:00 -3:45**

Classroom: **SH 120**

Course Description:

We will review information regarding the cognitive/linguistic communication disorders associated with traumatic brain injury (TBI) right hemisphere syndrome (RHD), and dementia. We will review current theories of attention, memory, and higher-level cognition as they relate to communication disorders associated with each of these clinical disorders. The course will differentiate among these disorders and identify relevant assessment and treatment strategies to assist with management of these clinical populations.

Course Learning Outcomes and Goals

This course meets the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology III-C and III-D in the area of Cognitive Disorders.

Upon successful completion of this course, students will be able to:

CLO 1 Specify and explain common etiological factors associated with TBI, dementia and RHD (ASHA Standard III-C (1); Exams 1 and 2, Treatment project, case studies)

CLO 2 Explain the clinical manifestations of cognitive/linguistic communication disorders (ASHA Standard III-C (2); Exam 1, 2, Treatment project, case studies)

CLO 3 Explain the cultural correlates of cognitive/linguistic communication disorders (ASHA Standard III-C (3); Exam 2, Assessment project, Case Studies)

CLO 4 Summarize the social and cognitive characteristics associated with TBI, dementia and RHD (ASHA Standard III-C (4); Exam 2, Treatment Project, Case Studies)

CLO 5 Identify, describe, and critically evaluate communication skills in individuals with TBI, dementia and RHD (ASHA Standard III-C (5); Exam 1, 2, Assessment assignment, case studies)

CLO 6 Identify treatment strategies designed to address long-term deficits in TBI, dementia and RHD (ASHA

Standard III-D (1); Exam 2, Treatment project, case studies)

CLO 7 Select and specify appropriate assessment goals, procedures, and tools to identify the communication needs of individuals who require aphasia with consideration of the physical, cognitive, linguistic, social, and cultural correlates that influence the assessment process) and to determine environmental barriers and/or supports that may limit or facilitate communication. (ASHA Standard III-D (2) Assessment Project, Exam 2)

CLO 8 Critically evaluate treatment protocols for individuals with cognitive/communication disorders (ASHA Standard III-D (3); Treatment project, case studies)

CLO 9 Identify models of service delivery to meet the needs of individuals with complex communication needs. (ASHA Standard III-D (4); Exam 2 and Case Studies)

CLO 10 Specify appropriate and consumer-responsive short and long-term treatment objectives for individuals with cognitive/communication disorders (ASHA Standard III-E (5); Final 2, Treatment Project, Case Studies)

CLO 11 Specify appropriate and consumer-responsive interventions designed to improve quality-of- life for individuals with TBI, dementia and RHD (ASHA Standard III-F (6); Treatment Project)

Readings

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

- **Recommended Texts:**
  Kimbarow, M.L. (2011). *Cognitive Communication Disorders*. San Diego: Plural Publishing

  Meyers, P.S. (1999). *Right Hemisphere Damage: Disorders of Communication and Cognition*. San Diego: Singular Publishing Corp

Library liaison: Valeria Molteni
valeria.molteni@sjsu.edu
http://libguides.sjsu.edu/communicationdisorders

Lecture Outlines:

The purpose of these outlines is to provide you some help in following the lecture and improving your real-time comprehension of the material. Lecture outlines will be on the web, through Canvas if you wish to take advantage of this convenience.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Course Requirements

Course Requirements	Description	Points toward final grade	Date Due
Mid-Term Exam	In Class	100	3/12

Final Exam	Take Home	75	5/7
Project	You will work in pairs to create a resource guide on TBI, RHD or dementia.	75	4/23
Assignments	Assessment Assignment In-Class Case Study Group Assignment(s)	50	Varied

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Grading

Grades will be determined using the point system detailed above.

Your letter grade is based on the following scale.

A	280-300	B	250-259	C	230-234	F	<220
A-	270-279	B-	240-249	C-	225-229		
B+	260-269	C+	235-239	D	220-224		

Note: All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic
Integrity Statement section below.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See

University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Class Etiquette:

- In consideration of others in the class please arrive to class on time and make sure your cell phones are turned off or are on silent mode.
- You are responsible for obtaining copies of any class notes or handouts that were presented and distributed on a day you were absent.
- Read and use your greensheet.
- Be prepared and ready to answer questions during any given class
- Participate in class discussions by making comments, answering and asking questions
- Function as a good classroom citizen by respecting other opinions and being an active listener
- Communicate with me about concerns as they arise

University Policies

Remediation

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are

required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

Illness and Absence Policy for Exams and Assignments

If any exam is missed with a legitimate and documented reason you may meet with the instructor **by appointment** for a make-up, which may be an alternative paper or oral exam, at the instructor's discretion. There will be no make up opportunities for the final exam.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

• "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

"Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Adding/Dropping

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html.

Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.

The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

II. UNIVERSITY POLICIES

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Academic Integrity Statement

Let me start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.

Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.

As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.

SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San Jose State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at:

http://sa.sjsu.edu/judicial_affairs/index.html

If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: http://www.drc.sjsu.edu/policies/default.htm.

COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPAA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a professional infraction. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

CALENDAR - SUBJECT TO CHANGE BY INSTRUCTOR

- Topic coverage is **flexible and strongly influenced by the pace of the class**. Changes in the format and pace of the course during the semester are up to the discretion of the instructor.
- The greensheet is only a general plan for the semester and deviations announced to the class by the instructor (via email, Canvas and/or class lectures) may be necessary as the semester progresses.
- Remember to consult Canvas frequently for updates or announcements

Week	Date	Class Topics & Assignments	Required Readings
1	Jan 22	Introduction Medical Aspects	Chapter 2
2	Jan 29	Attention	Chapter 5 Kimbarow 1
3	Feb 5	Memory	Chapter 6 Kimbarow 2
4	Feb 12	Executive Functioning Unawareness	Chapter 8 Kimbarow 3, 4
5	Feb 19	TBI Communication TBI Assessment	Chapter 1, 3 Kimbarow 6
6	Feb 26	TBI Assessment TBI Treatment	Chapter 4 Kimbarow 1,2,3
7	March 5	**Assessment Assignment Due** TBI Treatment	Chapter 4,
8	March 12	**MIDTERM**	
9	March 19	TBI Treatment/ RHD	
10	March 26	**Spring Break –NO Class**	Chapter 7, 8 Kimbarow 1,2
11	April 2	RHD	Chapter 9, 10
12	April 9	RHD	Myers 1, 2, 3 Kimbarow 4
13	April 16	Dementia	Myers 4, 5, 6

14	April 23	Dementia **Project Due**	Myers 8, 9
15	April 30	Dementia	Kimbarow 5
16	May 7	**Take Home Project Due Tuesday May 7th in class.**	

Final Exam Meeting Tuesday May 19th 12:15