

SAN JOSÉ STATE UNIVERSITY  
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES  
**EDSP 265, A Seminar in Cognitive Disorders, Section 01, Spring Semester, 2018**

**Course and Contact Information**

**Instructor:** Anita Schaack MS CCC  
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**Office Hours:** Mon 9:00-11:00 or by appointment  
**Class Days/Time:** Wednesday 9:00PM – 11:45 AM  
**Classroom:** DH 243

**Course Format:** This course will adopt a hybrid format. Access to Laptop, Internet access and software are required to complete this course.

**Course Description:** Provides a framework for better understanding the process of cross- generational communication and the improvement of communication competencies for interaction with cognitively impaired persons.

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**

This course meets the ASHA 2016 CCC Standards:

<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

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 IV-B, IV-C; Exams 1 and 2, Treatment project, case studies)

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

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

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

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

CLO 6 Identify treatment strategies designed to address long-term deficits in TBI, dementia and RHD (ASHA Standard IV-D; 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 IV- D, IV-F: Assessment Project, Exam 2)

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

CLO 9 Identify models of service delivery to meet the needs of individuals with complex communication needs. (ASHA Standard, IV-D, IV-F; 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 IV-D, IV-F, V-A; Exam 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; IV-D, IV-F, V-A Treatment Project)

### **Required Text**

Kimbarow, M.L. (2016). *Cognitive communication disorders (2<sup>nd</sup> ed.)*. San Diego, CA: Plural Publishing. ISBN13: 978-1-59756-548-6

### **Suggested Resources:**

Sohlberg, M. M. & Mateer, C.A (2001). *Cognitive rehabilitation: An Integrative neuropsychological approach*. New York, NY: The Guilford Press. ISBN 9781572306134

Blake, M.L. (2018). *The Right Hemisphere and Disorders of Cognition and Communication, Theory and Clinical Practice*. San Diego, CA: Plural Publishing. ISBN 13 978-1-59756-962-0

### **Library liaison:**

Suzie Bahmanyar

E-mail: [suzie.bahmanyar@sjsu.edu](mailto:suzie.bahmanyar@sjsu.edu)

<http://libguides.sjsu.edu/communicationdisorders>

## Course Requirements and Assignments:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.

More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Two Projects: 1) Assessment project in which you will work in pairs to give cognitive tests, and 2) Group Treatment project in which you will work in pairs to develop a treatment program given a case scenario. See canvas for assignment details

Midterm Exam will be in class and consist of a combination multiple-choice, defining terms and short answer response type questions.

Final Evaluation will be a comprehensive take home exam with case study type long answer questions.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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 Information

Grades will be determined using the point system detailed above. Your letter grade is based on the following scale.

| Assignments:          |         | Points toward Grade: |         |    |         |   |      |
|-----------------------|---------|----------------------|---------|----|---------|---|------|
| 1) Midterm Exam       |         | 100                  |         |    |         |   |      |
| 2) Final Exam         |         | 75                   |         |    |         |   |      |
| 3) Assessment Project |         | 50                   |         |    |         |   |      |
| 4) Treatment Project  |         | 75                   |         |    |         |   |      |
| 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 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](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## 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.

## **Classroom Protocol**

- 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 green sheet.
- 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**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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.” If you would like to record a seminar, please request verbally at the start of each session.

“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.

## **College and Departmental Policies**

### **COE Vision Statement**

The Lurie College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty, staff, and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

### **COE Mission Statements**

The mission of the Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Our basic values:

- Respect and appreciation for diversity
- Promotion of equity and access to quality education
- Excellence through scholarly activity and reflective professional practice

- Continual professional and personal growth
- Ethical, collegial, and humane interpersonal relationships as a basis for community

#### CD&S Department Vision Statement

Utilizing faculty expertise, the Department of Communicative Disorders and Sciences will be known for its rigorous education, innovative models of clinical preparation, scientific contributions, and a resource for professional development in service to our increasingly diverse community.

#### CD&S Department Mission Statement

The Mission of the Department of Communicative Disorders and Sciences is to provide rigorous academic and clinical preparation to students seeking careers working with individuals with communication disorders, and their families. We are guided by a commitment to scholarly research and principles of evidence-based practice. Our graduates will adhere to the highest ethical standards in serving the needs of our culturally and linguistically diverse community.

#### HIPPA / FERPA Policy

Students will be considered members of the clinic / school workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Students will adhere to these policies in all situations.

#### 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 CD&S (e.g., restrooms, hallways, observation booths, elevators, teachers' lounges, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

#### Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education (LCOE) to successfully resolve such issues. These [student dispute policies](#) are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the [ASHA website](#) ([www.asha.org](http://www.asha.org)) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

## EDSP 265/A Seminar in Cognitive Disorders, Section 01, Spring 2016, Course Schedule

Topic coverage is **flexible and strongly influenced by the pace of the class.**

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.**

|                 |   |                  |
|-----------------|---|------------------|
| January 24      | Introduction & Medical Aspects                    |                  |
| January 31      | Attention/Memory                                  | Chapters 1 and 2 |
| February 7      | Executive Functioning Unawareness                 | Chapter 3        |
| February 14     | TBI/Cognition                                     | Chapter 7        |
| February 21     | TBI Assessment On-Line                            |                  |
| February 28     | RLA-LOCF  |                  |
| March 7         | RLA-LOCF<br>TBI Treatment                         |                  |
| March 14        | TBI Treatment Case Study                          |                  |
| <b>March 21</b> | <b>Midterm</b>                                    | Chapter 4        |
| <b>March 28</b> | <b>Spring Break</b>                               |                  |
| April 4         | RHD/Cognition                                     |                  |
| April 11        | RHD/Cognition<br><b>Assessment Assignment Due</b> |                  |
| April 18        | RHD Assessment –On Line                           |                  |

|               |   |           |
|---------------|---|-----------|
| April 25      | RHD Assessment/Treatment<br>Case Study                    | Chapter 5 |
| May 2         | Dementia/Cognition<br><b>Treatment Project DUE</b>        |           |
| May 9         | Dementia Assessment/Treatment<br>Cognitive Comparison     |           |
| <b>May 18</b> | <b>Final Exam Meeting 0715-0900</b> (Take home final Due) |           |