

SAN JOSÉ STATE UNIVERSITY  
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES  
**EDSP 265: A Seminar in Cognitive Disorders**  
Spring Semester 2014

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**I. COURSE INFORMATION**

**Instructor:** Anita Schaack MS CCC  
**Office Location:** SH 113  
**Telephone:** 924-3665  
**Email:** [anita.schaack@sjsu.edu](mailto:anita.schaack@sjsu.edu) (PREFERRED CONTACT)  
**Office Hours:** BY APPOINTMENT  
**Class Days/Time:** W 9:00 -11:45  
**Classroom:** SH 120

**A) 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.

**B) Student Learning Objectives**

- Please see the attached appendix

**C) 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

- **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. Please use the link below for information on how to log on.

## D) Course Requirements

Course Requirements	Description	Points toward final grade	Date Due
Mid-Term Exam	In Class	100	Varied
Final Exam	Take Home	100	
Project	You will work in pairs to create a resource guide on TBI, RHD or dementia.	80	
In-Class group activities	You will be assigned case studies with questions to address. Responses will be presented in class	20	

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.

## E) 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		

**All work must be submitted on time.**

## F) 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.*

## G) Illness and Absence Policy for Exams and Assignments

- **If the 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.

## H) 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

## I) 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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).
- The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## II. UNIVERSITY POLICIES

### 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](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](http://www.drc.sjsu.edu/policies/default.htm), 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>.

## **III. 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.

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

You must obtain the instructor's permission audio/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.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without 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.

## **IV. ADDITIONAL INFORMATION**

Library liaison: Valeria Molteni

[valeria.molteni@sjsu.edu](mailto:valeria.molteni@sjsu.edu)

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

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### **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

<b>Week</b>	<b>Date</b>	<b>Class Topics &amp; Assignments</b>	<b>Required Readings</b>
1	Jan 29	Introduction Medical Aspects	Chapter 2
2	Feb 5	Attention	Chapter 5 Kimbarow 1
3	Feb 12	Memory	Chapter 6 Kimbarow 2
4	Feb 19	Executive Functioning	Chapter 8 Kimbarow 3

5	Feb 26	TBI	Chapter 1, 3 Kimbarow 6
6	March 5	TBI Assessment	Chapter 4 Kimbarow 1,2,3
7	March 12	TBI Assessment/TBI Treatment	Chapter 4,
8	March 19	MIDTERM	
9	Mar 26	<b>Spring Break –NO Class</b>	
10	April 2	TBI Treatment	Chapter 7, 8 Kimbarow 1,2
11	April 9	RHD	Chapter 9, 10
12	April 16	RHD	Myers 1, 2, 3 Kimbarow 4
13	April 23	RHD	Myers 4, 5, 6
14	April 30	Dementia <b>PROJECT DUE</b>	Myers 8, 9
15	May 7	Dementia	Kimbarow 5

**Final Exam: Take Home Due Tuesday May 16th by 10:00 AM.**

**Appendix A Course Objectives/Competencies**

**III-C Knowledge Objectives Students will be able to demonstrate knowledge of the nature of complex communication needs by:**

- III-C (1) specifying and explaining common etiological factors associated with TBI, dementia and RHD
- III-C (2) explaining the clinical manifestations of cognitive/linguistic communication disorders
- III-C (3) explaining the cultural correlates of cognitive/linguistic communication disorders
- III-C (4) summarizing the social and cognitive characteristics associated with TBI, dementia and RHD
- III-C (5) identifying, describing, and critically evaluating communication skills in individuals with TBI, dementia and RHD.

**III-D Knowledge Objectives Students will be able to demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for children and adults with complex communication needs by:**

- III-D (1) Identifying treatment strategies designed to address long-term deficits in TBI, dementia and RHD
- III-D (2) selecting and specifying 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.
- III-D (3) critically evaluating treatment protocols for individuals with cognitive/communication disorders
- III-D (4) identifying models of service delivery to meet the needs of individuals with complex communication needs.
- III-D (5) specifying appropriate and consumer-responsive short and long-term treatment objectives for individuals with cognitive/communication disorders
- III-D (6) specifying appropriate and consumer-responsive interventions designed to improve quality-of- life for individuals with TBI, dementia and RHD

Course Objective/ Learning Outcome	Course Requirement				
	Midterm	Final	Project	Case Studies	
III-C(1)	X	X	X	X	
III-C(2)	X	X	X	X	
III C (3)	X	X		X	
III-C(4)	X	X	X	X	
III-C (5)	X	X	X	X	
III D (1)	X	X	X	X	
III D (2)	X	X	X	X	
III D (3)			X	X	
III D (4)		X		X	
III D (5)		X	X	X	
III D (6)		X	X	X	