



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2024	Course: CSAD 221 Neurogenic Language Disorders	Section: 01 #164901
Meeting Days: Monday/Wednesday	Meeting Times: 9:00-10:50 AM	Location: M - Folsom Hall, CSAD Clinic W - Folsom Hall, #2604
Instructor: Dr. Darla K. Hagge CCC-SLP	Email: hagge@csus.edu	Phone: 916/278-6695, office 714/749-2799, cell phone
Office Location: Folsom Hall CSAD Department Office #2405	Office Hours/Appointments: Thursday, 10:00 a.m. – 1:00 p.m. Students should schedule their own advisement appointment with me using: <a href="https://calendly.com/hagge/15minuteofficehourappts">https://calendly.com/hagge/15minuteofficehourappts</a> [If desired, students may also contact me directly to schedule an appointment outside of the above-listed office hours.]	

[Note: Syllabus was last updated on 12/20/2023]

#### 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.

<b>Sacramento State Graduate Learning Goals (GLG)</b>	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 – 10%	
2	Quiz #1 – 25% Mid-Term – 10%	
3	Quiz #1 – 25% Mid-Term – 10%	
4	Quiz #1 – 25% Course & Lab Attendance & Participation – 25% Mid-Term – 10%	
5	Quiz #2 – 25% Course & Lab Attendance & Participation – 25% Mid-Term – 10%	
6	Quiz #2 – 25% Mid-Term – 10% Language Assessment Notebook, Parts A & B – 100%	
7	Quiz #2 – 25% Mid-Term – 10%	
8	Quiz #2 – 25% Quiz #5 – 100% Course & Lab Attendance & Participation – 25% Mid-Term – 10%	
9	Quiz #3 – 50% Mid-Term - 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% Cognitive & 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: [For your learning edification only – not required]

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 will be 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

### 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 possible 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., Midterm Examination, Language/Cognitive Evaluation Notebook, quizzes, weekly prep for NeuroSA, final examination) 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 including:

- Attend all class meetings (see attendance policy)
- Participate in small/whole group discussions and in-class active learning activities including case studies, assessment writing, goal writing, plan of care, etc.
- Serve as a trained communication partner and provide services to adults with acquired communication disorders in NeuroService Alliance as a lab component including completing weekly prep prior to each NeuroSA Monday morning meetings
- Complete and pass quizzes, Mid-Term, and a final examination
- Design a Language (Part I) and Cognitive (Part II) Evaluation Notebook based on the literature

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## 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:

Methods of Evaluation:		
Assignment	Point Value	Date Scheduled
<b>Attendance and Participation</b> Each class meeting Weekly NeuroSA Prep 15 weeks x 10 pts. per week	150	<ul style="list-style-type: none"> <li>• NeuroSA weekly prep is required to be submitted to CANVAS by Saturday midnight BEFORE each Monday morning program; students should make recommended edits</li> <li>• Students should email NeuroSA members meeting reminders each Sunday night/Monday morning with Zoom invitation.</li> <li>• Students will sign roster sheet before each Monday morning class meeting</li> <li>• Students will upload NeuroSA Notes every Monday by midnight.</li> <li>• Students will complete other in-class activities/ assignments, as assigned.</li> </ul>
<b>Cognitive-Communication Disorders: 2 Independent Learning Modules &amp; Quizzes:</b> (1) TBI & Cognitive Deficits (2) Communication Partner Training (CPT) (25 pts x 2 training modules)	50	Learning modules and quizzes on Canvas  <b>Due Date: All due by Sunday, February 4, 2023 at 11:59 p.m.</b>
<b>5 quizzes</b> (20 pts/quiz x 5)	100	Quizzes to be taken on CANVAS by midnight, outside of class  <b>#1 - 3/17/2024; #2 - 3/31/2024; #3 - 4/14/2024 #4 - 5/5/2024; #5 - 5/12/2024</b>
<b>Mid-Term Mock ICR</b> One mock ICR report of one NeuroSA member	100	Mock ICR based on one of your NeuroSA members (see CANVAS for instructions)  <b>Mid-Term Mock ICR Report Due Date: 3/31/2024 by midnight</b>
<b>Informal Assessment Binders</b> Parts A – 100 points Part B – 100 points (100 pts each)	200	Part A Informal Language Assessment <b>Language Informal Assessment Binder Due date: 3/10/2024, midnight</b>  Part B Informal Cognitive Assessment <b>Cognitive Informal Assessment Binder Due: 5/5/2024, midnight</b>
<b>Final Exam</b> Cumulative	100	Week of 05/13/2024 <i>(TBD: per University's official final examination schedule)</i>
<b>Total possible points</b>	700	
<b>Note: Failure to submit an assignment will result in the final grade being reduced by one full letter grade for each missing assignment.</b>		

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**. 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*.

**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.

**Format of Course:** This graduate level course contains (a) a traditional, didactic component (e.g., lectures, in-class activities, etc.) and (b) an experiential learning component which is defined as authentic, hands-on activities **along with** reflective activities. Blending theory and textbook readings along with authentic, hands-on experience with the different neurogenic populations is a best practice approach for interprofessional education along with the use of literature-based teachings strategies and pedagogies/andragogies for adult learners. To that end, students must prepare and prep for Monday’s NeuroService Alliance meetings and Wednesday’s didactic instruction. Together, students will be prepared to successfully complete the Adult Neuro Language III Clinic.

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**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 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. This course is designed to provide each student with the foundation necessary for success in Language III Clinic, successfully completing a medical-based internship and procuring employment as a medical-based speech-language pathologist, clinical fellow – if desired.

**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.

**Class Attendance and Participation:** Students are responsible for prepping ahead of time before the lab component (Monday’s NeuroService Alliance meetings). A reflective writing assignment or other activities may be assigned and may need to be submitted into CANVAS to collect these assigned points.

**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. Quizzes may include case studies, multiple choice, true/false and/or fill-in questions. All quizzes, midterm examination, and the final examination will be taken through CANVAS.

**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 beyond the due date.**

**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 = Brookshire, required text / Ch = Chapey, recommended text</b>				
Week	Date – 2024 Week of:	Topic	Readings	Activities
1	1/23  <i>Note: Both class meetings this week are in our assigned classroom, not the clinic.</i>	<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>*NeuroSA</b></p> <p>*Complete the Communication Partner Training Modules, see CANVAS</p> <p>Teams</p> <p>Roles/Responsibilities</p> <p>*Begin working on informal language assessment binder, Part A, Auditory Comprehension</p>	<p>B = Chapter 1 ----- Ch = Pg 42-64</p> <p><b>ASHA &amp; Related Documents:</b> <b>Scope of Practice</b> <a href="https://www.asha.org/siteassets/publications/sp2016-00343.pdf">https://www.asha.org/siteassets/publications/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>WHO's ICF, 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="https://apps.asha.org/EvidenceMaps/Articles/ArticleSummary/9d94b833-19f7-4ff5-8731-a48174a48a04">https://apps.asha.org/EvidenceMaps/Articles/ArticleSummary/9d94b833-19f7-4ff5-8731-a48174a48a04</a></p> <p><b>Overview of aphasia on ASHA website</b> <a href="https://www.asha.org/public/speech/disorders/aphasia/">https://www.asha.org/public/speech/disorders/aphasia/</a></p> <p><a href="https://www.asha.org/practice-portal/clinical-topics/aphasia/">https://www.asha.org/practice-portal/clinical-topics/aphasia/</a></p> <p><a href="https://www.asha.org/practice/multicultural/bilaph/">https://www.asha.org/practice/multicultural/bilaph/</a></p> <p><b>Overview of apraxia of speech on ASHA website</b> <a href="https://www.asha.org/public/speech/disorders/apraxia-of-speech-in-adults/">https://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="https://www.asha.org/practice-portal/clinical-topics/right-hemisphere-damage/">https://www.asha.org/practice-portal/clinical-topics/right-hemisphere-damage/</a></p> <p><a href="https://www.asha.org/public/speech/disorders/right-hemisphere-brain-damage/">https://www.asha.org/public/speech/disorders/right-hemisphere-brain-damage/</a></p> <p><b>Overview of TBI on ASHA website</b> <a href="https://www.asha.org/practice-portal/clinical-topics/traumatic-brain-injury-in-adults/">https://www.asha.org/practice-portal/clinical-topics/traumatic-brain-injury-in-adults/</a></p> <p><a href="https://www.asha.org/public/speech/disorders/traumatic-brain-injury/">https://www.asha.org/public/speech/disorders/traumatic-brain-injury/</a></p> <p><b>Overview of dementia on ASHA website</b> <a href="https://www.asha.org/practice-portal/clinical-topics/dementia/">https://www.asha.org/practice-portal/clinical-topics/dementia/</a></p>	<p><b>*No Quiz</b></p> <p>*Direct Instruction/Lecture</p> <p>*Small/whole group Discussions</p> <p>*Active learning Activities</p>

			<a href="https://www.asha.org/public/speech/disorders/dementia/">https://www.asha.org/public/speech/disorders/dementia/</a>  <b>Life participation approach to aphasia:</b> <a href="https://www.aphasiaaccess.org/about/lpaa/">https://www.aphasiaaccess.org/about/lpaa/</a>  <a href="https://leader.pubs.asha.org/doi/10.1044/leader.FTR.05032000.4">https://leader.pubs.asha.org/doi/10.1044/leader.FTR.05032000.4</a>  <a href="https://aphasiacenter.net/wp-content/uploads/2012/02/LIFE-PARTICIPATION-APPROACH-TO-APHASIA.pdf">https://aphasiacenter.net/wp-content/uploads/2012/02/LIFE-PARTICIPATION-APPROACH-TO-APHASIA.pdf</a>	
2	1/30  <p>Note: Both class meetings this week are in our assigned classroom, not the clinic.</p>	<ul style="list-style-type: none"> <li>*Case Study</li> <li>*Neuroanatomic Explanations of Aphasia and Related Disorders – A brief Review</li> <li>*Practice identifying presence of aphasia: In-class activity</li> <li>*Cranial Nerve Review, posted on Bb</li> </ul>	<p><b>B = Chapter 8</b>  <b>Chapter 2</b></p> <p>-----</p> <p>Ch = Chapter 1  Chapter 2, pg 20-41</p> <p><a href="https://www.neuroskills.com/brain-injury/brain-function/">https://www.neuroskills.com/brain-injury/brain-function/</a></p>	<ul style="list-style-type: none"> <li>*Direct Instruction/Lecture</li> <li>*Small/whole group Discussions</li> <li>*Active learning Activities</li> </ul>
3	2/6  <p>Note: NeuroSA begins meetings on Monday mornings! Class meets in <b>clinic</b> today and every Monday mornings.</p> <p>2/8 Class will be held via zoom. See CANVAS for additional information.</p>	<ul style="list-style-type: none"> <li>*Assessing Adults w/ Neurogenic Cognitive-Communicative Impairments</li> <li>*Assessing Language (<i>Verbal Expression, V/E; Auditory Comprehension, A/C</i>)</li> </ul>	<p><b>B = Chapter 3</b></p> <p>-----</p> <p>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.</p> <p>-----</p> <p><b>B = Chapter 5</b></p> <p><a href="https://www.asha.org/siteassets/practice-portal/aatlanguagecognition.pdf">https://www.asha.org/siteassets/practice-portal/aatlanguagecognition.pdf</a></p>	<p><b>*Be prepared to share: 10 universal, culturally inclusive naming items</b></p> <ul style="list-style-type: none"> <li>*Direct Instruction/Lecture</li> <li>*Small/whole group discussions</li> <li>*Active learning activities</li> </ul> <p><b>ALL INDEPENDENT LEARNING MODULES &amp; QUIZZES DUE 2/4/2024, MIDNIGHT</b></p>
4	2/13	<ul style="list-style-type: none"> <li>*Assessing Language (<i>Reading; Writing</i>)</li> <li>*Assessing Functional Communication &amp; Quality of Life (QOL)</li> </ul>	<p><b>B = Chapter 5</b></p> <p>-----</p> <p><b>B = Chapter 6</b></p> <p>-----</p> <p>Ch = Chapter 4, quality of life (QOL), pgs 121-122</p>	<p><b>Be prepared to share: Informal Assessment Binder, Verbal Expression Section</b></p> <ul style="list-style-type: none"> <li>*Direct Instruction/Lecture</li> <li>*Small/whole group discussions</li> <li>*Active learning Activities</li> <li><i>Assessment Review</i></li> </ul>
5	2/20	<ul style="list-style-type: none"> <li>*The Context for Tx of Cognitive - Communication Disorders</li> </ul>	<p><b>B = Chapter 7</b></p> <p>SacCT = Posted protocols</p> <p>-----</p> <p>Ch = Ways to describe severity, pgs 81-82; BDAE aphasia severity rating scale; Ch 4, Direct observations &amp; comprehensive tests of aphasia, tests of specific language functions, pgs 69-74; Table on pgs 75-76; ethnocultural considerations, pgs 78-79</p>	<p><b>Be prepared to share: Informal Assessment Binder, Auditory Comprehension Section</b></p> <ul style="list-style-type: none"> <li>*Assessment Experience: Practice administering assessments</li> <li>*Small/whole group discussions</li> <li>*Active learning activities</li> </ul>

6	2/27	*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>Be prepared to share: Informal Assessment Binder, Writing Section</b>  *Direct Instruction *Small/whole group discussions *Active learning activities
7	3/6	*Assessing Cognition	<b>B = Chapter 4</b>	<b>Be prepared to share: Informal Assessment Binder, Reading Section</b> <b>Due: Language Assessment Binder, 3/10/2024, midnight</b>  *Direct Instruction *Small/whole group discussions *Active learning activities
8	3/13	*Assessing Cognition, continued *Right Hemisphere Syndrome	<b>B = Chapter 4</b>	<b>*Quiz 1, Aphasia (CANVAS) Due by 3/17/2024, midnight</b>  *Direct Instruction *Small/whole group discussions *Active learning Activities
<b>9</b>	<b>3/20</b>	<b>Spring Recess</b>	<b>No classes</b>	<b>No classes</b>
10	3/27	*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>*Quiz #2, Assessing Cognition (CANVAS). Due by 3/31/2024, midnight</b>  <b>*3/27/2023 – Guest speaker (No NeuroSA meeting)</b>  <b>*Mid-Term Mock ICR Report due, 3/31/2024 by midnight</b>  *Direct Instruction *Small/whole group discussions *Active learning activities
11	4/3	*Traumatic Brain Injury (TBI): Etiology and Characteristics	<b>B = Chapter 11</b>	<b>Be prepared to share: Informal Cognitive Assessment Binder, Right Hemisphere Section</b>  *Direct Instruction *Small/whole group discussions *Active learning activities
12	4/10	*TBI: Prognosis and Recovery	<b>B = Chapter 11</b>	<b>*Quiz #3, RHS, CANVAS Due by 4/14/2024, midnight</b>  *Direct Instruction

				*Small/whole group discussions *Active learning Activities
13	4/17	*TBI: Intervention	B = Chapter 11	<b>Be prepared to share: Informal Cognitive Assessment Binder, Memory Section</b>
14	4/24	*TBI: Group Tx and Community Integration	B = Chapter 11	<b>Be prepared to share: Informal Cognitive Assessment Binder, Attention Section</b>  *Direct Instruction *Small/whole group discussions *Active learning Activities
15	5/1  <i>Last NeuroSA meeting of the semester!</i>	*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>Be prepared to share: Informal Cognitive Assessment Binder, Problem Solving, Judgement, Orientation Sections</b>  <b>Quiz #4, TBI/NTBI, CANVAS Due by 5/5/2024, midnight</b>  *Direct Instruction *Small/whole group discussions *Active learning Activities
16	5/8  <i>Dead Week: No NeuroSA meetings</i>  <i>Both class meetings will be conducted in our assigned classroom.</i>	*Dementia: Management and Intervention	B = Chapter 12	<b>Be prepared to share: Executive Function Section</b>  <b>Due: Cognitive Informal Assessment Binder 5/5/2024, midnight</b>  <b>*Quiz #5, Dementia, CANVAS Due by 5/12/2024, midnight</b>  <b>Dementia</b> *Direct Instruction *Small/whole group discussions *Active learning activities
17	5/13 Finals Week, May 13 -17  Day/Time TBD: Per university final exam schedule	*Final Exam, Cumulative	Place/Time: Per University final exam schedule	On-campus examination on CANVAS

# 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: <https://www.csus.edu/umannual/student/stu-100.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](#).

## Department Policy on Use of APA format:

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

## 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.

## Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your

instructor will work with you to ensure that you become an active and engaged member of our class and community.

### **Locations of gender-neutral restrooms on campus:**

Maryjane Rees Language, Speech and Hearing Clinic, 2<sup>nd</sup> Floor of Folsom Hall

### **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 with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

### **Other Resources**

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): [https://www.csus.edu/student-affairs/centers-programs/degrees-project/\\_internal/\\_documents/smarthinking.pdf](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf)

### Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

### Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

### Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

# 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.