Course Title: Neurogenic Language Disorders
Units: 4
Course: SPHP 221
Class Number #33127
Days of the week (DOW): Monday & Wednesday

1/23/17 – 2/3/17 Monday, Folsom Hall (FLS) Room #1051, 11:00 – 12:50 p.m.
Wednesday, Shasta Hall, Room #250, 11:00-12:50 p.m.

DOW/Times/Locations: Monday, Folsom Hall (FLS) Room #1051
…beginning 2/6/17… 12:00 – 1:00 p.m. + One Lab Hour
(see assigned lab times, listed below)
   Lab, FLS, 3rd Floor, 9-10 a.m. – “Spring Starts”
   Lab, FLS, 3rd Floor, 11-12 p.m. – “Fall Starts”
Wednesday, Shasta Hall, Room #250, 11:00 – 12:50 p.m.

Instructor: Darla K. Hagge Ph.D. CCC-SLP
Instructor’s Office: Shasta Hall, Room #268
Office Hours: Please make an appointment @ the Front Desk
…Or … contact the instructor directly, if time-sensitive
Contact Information: hagge@csus.edu or 916/278-6695
If time-sensitive, please contact at 714/749-2799 (text or call)

The information below is at the discretion of the individual course instructor and
may be changed at any time with prior notice to students in the course.

Course Description:
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.

Course Overview:
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.

Prerequisite:
Admittance into the CSUS SPA graduate program.
Objectives

I. Course Objectives:
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.
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.

Learning Outcomes Competencies: Neurogenic Language Disorders (CSAD 221)

Mastery of each student learning outcome listed below is indicated by a grade of B (83-100%) or better on each component of the corresponding measures listed in the table (below). Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade 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 (listed below) over the course of the semester.

II. Student Learning Objectives:
Upon successful completion of the course, the student will:
1. Identify neuroanatomical structures and corresponding function related to language and cognition.
2. Identify national and international policies, scope of practice and theoretical perspectives related to linguistic and cognitive-communication disorders.
3. Identify neuropathologic and neuroanatomic explanations of aphasia and related disorders.
4. Identify the cranial nerves and corresponding clinical signs/symptoms.
5. Identify the general principles for assessment of adults with acquired neurogenic cognitive-communication disorders.
6. Identify 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. Identify assessment measures of Functional Communication and factors related to Quality of Life for adults with acquired cognitive-communication disorders.
8. Describe 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.

10. Describe the assessment of cognitive processes including attention, memory, and executive function for adults with acquired cognitive-communication disorders.

11. Describe right-hemisphere syndrome for adults with acquired cognitive-communication disorders including impairment, formal and informal assessments, and intervention approaches.

12. Describe traumatic and nontraumatic brain injury for adults with acquired cognitive-communication disorders including pathophysiology, prognostic indicators, assessment, intervention, group treatment, and community integration.

13. Describe the dementias, etiologies, progression, assessment, intervention, and management.


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<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Components Indicating Competence</th>
<th>Grades Received</th>
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<tbody>
<tr>
<td>1</td>
<td>Quiz #1 – 25%</td>
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<tr>
<td></td>
<td>Mid-Term Examination – 10%</td>
<td></td>
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<tr>
<td>2</td>
<td>Quiz #1 – 25%</td>
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<td></td>
<td>Mid-Term Examination – 10%</td>
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<tr>
<td>3</td>
<td>Quiz #1 – 25%</td>
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<td></td>
<td>Mid-Term Examination – 10%</td>
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<tr>
<td>4</td>
<td>Quiz #1 – 25%</td>
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<td></td>
<td>Course &amp; Lab Attendance &amp; Participation – 25%</td>
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<tr>
<td></td>
<td>Mid-Term Examination – 10%</td>
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<tr>
<td>5</td>
<td>Quiz #2 – 25%</td>
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<td></td>
<td>Course &amp; Lab Attendance &amp; Participation – 25%</td>
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<td></td>
<td>Mid-Term Examination – 10%</td>
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<tr>
<td>6</td>
<td>Quiz #2 – 25%</td>
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<td></td>
<td>Course &amp; Lab Attendance &amp; Participation – 25%</td>
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<td></td>
<td>Mid-Term Examination – 10%</td>
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<tr>
<td></td>
<td>Language Assessment Notebook, Parts A &amp; B – 100%</td>
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<tr>
<td>7</td>
<td>Quiz #2 – 25%</td>
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<td></td>
<td>Mid-Term Examination – 10%</td>
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<tr>
<td>8</td>
<td>Quiz #2 – 25%</td>
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<tr>
<td></td>
<td>Quiz #5 – 100%</td>
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<tr>
<td></td>
<td>Course &amp; Lab Attendance &amp; Participation – 25%</td>
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<td></td>
<td>Mid-Term Examination – 10%</td>
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<tr>
<td>9</td>
<td>Quiz #3 – 50%</td>
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<td></td>
<td>Mid-Term Examination – 20%</td>
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<td></td>
<td>Final Examination – 10%</td>
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<tr>
<td>10</td>
<td>Quiz #3 – 50%</td>
<td></td>
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<tr>
<td></td>
<td>Cognitive Assessment Notebook – 100%</td>
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<td></td>
<td>Final Examination – 20%</td>
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<td>11</td>
<td>Quiz #4 – 50%</td>
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<td></td>
<td>Final Examination – 20%</td>
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<tr>
<td>12</td>
<td>Quiz #4 – 50%</td>
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<td></td>
<td>Final Examination – 20%</td>
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<td>13</td>
<td>Quiz #5 – 50%</td>
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<td></td>
<td>Final Examination – 20%</td>
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<td>14</td>
<td>Quiz #5 – 50%</td>
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<tr>
<td></td>
<td>Course &amp; Lab Attendance &amp; Participation – 25%</td>
<td></td>
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<td></td>
<td>Final Examination – 10%</td>
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</tbody>
</table>

**Textbook & Course Materials:**

**Required Text:**

**Recommended Texts:**


**Other Readings:**
Additional readings will be made available on the course web site/SacCT 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 SacCT by the instructor(s)
- Bring flashlight for practice cranial nerve examination
- Scantron Forms, for all quizzes, mid-term & final examination (Style of Scantron for quizzes: #883-E and #886-E for exams)

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

**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, and 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 weekly on the assigned readings and course lectures, discussions, and activities. All assignments (e.g., group project and presentation, Language/Cognitive Evaluation Notebook) are carefully constructed and assigned for the purpose of enhancing student learning and preparing for future clinical success.

**Online Resources:**
Please view the course SacCT website for a large collection of resources including websites, articles, documents, and more.

**Course Methods:**
Students will meet the objectives listed above through a combination of the following activities:
- Attend all class meetings (see attendance policy)
- Participate in small/whole group discussions and in-class active learning activities
- Complete and pass quizzes, mid-term examination, and a final examination
- Prepare and participate in a group oral presentation
- Create a Language (Part I) and Cognitive (Part II) Evaluation Notebook

**Policies/Procedures:**
**Attendance & Participation:** This course involves verbal interaction among the students, the instructor, members and significant others of NeuroService, community volunteers and undergraduate students. You cannot really “get” what was covered in class via classmates’ notes. Class and Lab attendance and participation are **required**, and roll will be taken randomly and/or weekly. Report absences to the instructor in person or via voice mail or email prior to class meeting. TWO (2) unexcused absences on roll days will result in your final grade dropping one letter grade. Working as a Speech-Language Pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for what this career will be like. 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, not the instructor.

**Class meetings and 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 has 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 including Communication Partner Training (CPT). 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.

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. Exams may include multiple choice, true/false, short answer, fill-in, and/or essay. Quizzes may include multiple choice, true/false and/or fill-in questions. All quizzes require the use of a Scantron (Style: TBA). No exceptions. No make-up examinations or quizzes are given unless there is a documented medical emergency for which you have written proof provided by a doctor. Any approved make-up exams will be scheduled at the end of the semester during dead week and may be administered in essay format.

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

Grading Policy: A total of 600 points are possible. Your final grade will be calculated as a % of points out of 600 points. Points possible are assigned as follows:

<table>
<thead>
<tr>
<th>Methods of Evaluation:</th>
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<tbody>
<tr>
<td>Assignment</td>
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<tr>
<td>Attendance &amp; participation in class meetings &amp; in-class activities &amp; assignments (Class &amp; Lab Meetings)</td>
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<tr>
<td>5 Quizzes (20 pts per quiz x 5) (Bring Scantron)</td>
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<tr>
<td>Mid-Term Exam (Bring Scantron)</td>
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<tr>
<td>Assessment Notebook, Parts A and B (100 pts each)</td>
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<tr>
<td>Final Exam, Cumulative (Bring Scantron)</td>
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<tr>
<td>Total possible points</td>
</tr>
</tbody>
</table>
Final Grade:  Final grades assigned according to the following scores:

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

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

Sac State’s Academic Honesty Policy & Procedures:
“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.”
Read more about Sac State’s Academic Honesty Policy & Procedures at the following website:
http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.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, may be reported to the office of student affairs.

Understand When You May Drop This Course:  It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Prefer 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.

Accommodations: Inform your instructor of any accommodations needed. 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. 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

This section intentionally left blank.
This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition:

**SPHP221: NEUROGENIC LANGUAGE DISORDERS**  
Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

<table>
<thead>
<tr>
<th>Standard</th>
<th>SubCategory</th>
<th>Focus</th>
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</table>
| Standard IV B. The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. | Basic Human Communication Processes | - Biological  
- Neurological  
- Cognitive  
- Linguistic |
| Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: 1. articulation; 2. fluency; 3. voice and resonance, including respiration and phonation; 4. receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing; 5. hearing, including the impact on speech and language; 6. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology); 7. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); 8. social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); 9. augmentative and alternative communication modalities. | All four language modalities (verbal expression, auditory comprehension, reading and writing) | - Etiologies  
- Characteristics  
- Anatomical/physiological, psychological, acoustic, psychological, developmental, linguistic, and cultural correlates |
| | | Hearing, including the impact on speech, language, and clinical performance during assessment and intervention. |
| | | Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) | - Etiologies  
- Characteristics  
- Anatomical/physiological, psychological, developmental, linguistic, and cultural correlates |
| | | Social aspects of communication (including challenging behaviors, ineffective social skills, and lack of communication opportunities) | - Etiologies  
- Characteristics  
- Anatomical/physiological, psychological, developmental, linguistic, and cultural correlates |
| | | Augmentative and alternative communication modalities. | - Etiologies  
- Characteristics  
- Anatomical/physiological, psychological, developmental, linguistic, and cultural correlates |
Standard IVD: The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

| All four language modalities (verbal expression, auditory comprehension, reading and writing) | ● Prevention  
● Assessment  
● Intervention  |
|---|
| Hearing, including the impact on speech and language | ● Impact on  
● Assessment  
● Intervention  |
| Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) | ● Prevention  
● Assessment  
● Intervention  |
| Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities) | ● Prevention  
● Assessment  
● Intervention  |
| Augmentative and alternative communication modalities | ● Assessment  
● Intervention  |