

<b>ORIGINATOR'S SECTION:</b>	
<b>1. College:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b> Fall 2016
<b>2. Current Course abbreviation and Number:</b> SLP 673b	

**TYPE OF CHANGE(S). Check  $\checkmark$  all that apply.**

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked ( $\checkmark$ ) above.

**NEW INFORMATION:**

**CURRENT INFORMATION:**

<b>3. Title:</b>	<b>Course abbreviation and Number:</b>
<b>4. Abbreviated Title for Banner (no more than 25 characters):</b>	<b>Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b>
<b>5. Number of Units:</b> 2	<b>Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)</b>
<b>6. Catalog Description:</b>	<b>Number of Units:</b> 3
	<b>Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</b>

**7. Mode of Instruction\* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)**

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C2
Activity		
Lab		

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C2
Activity	1	C17
Lab		

**8. Grading Method:\***

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

**Grading Method:\***

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

**9. If the NP or CP grading system was selected, please explain the need for this grade option.**

**10. Course Requires Consent for Enrollment?**

- Yes    No
- Faculty    Credential Analyst    Dean
- Program/Department/Director/Chair

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- Yes    No
- Faculty    Credential Analyst    Dean
- Program/Department/Director/Chair

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

**CURRENT INFORMATION:**

**NEW INFORMATION:**

<b>11. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	<b>Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
<b>12. Is Course Cross Listed?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	<b>Is Course Cross-listed?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
<b>13. Prerequisite(s):</b>	<b>Prerequisite(s):</b>
<b>14. Corequisite(s):</b>	<b>Corequisite(s):</b>
<b>15. Documentation attached:</b> <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

**16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?**  Yes  No  
 If yes, please specify:  
 Master of Science in Speech-Language Pathology required course

**17. Does this course change impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed.  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

\_\_\_\_\_  
 Discipline \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
 Discipline \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

**18. Reason(s) for changing this course:**  
 The MS in SLP has engaged in annual self-study for program improvement which has resulted in changes to the curriculum to include more hands-on live and simulated lab experiences to bridge the gap between theory and practice. This course has included a lab for several years now, which has been very successful. We are changing the mode of instruction to reflect the added lab component and ensure that the course is coded as it is being instructed.

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Suzanne Moineau 2/29/16  
 1. Originator (Please Print) \_\_\_\_\_ Date \_\_\_\_\_

*[Signature]* 4/15/16  
 2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_

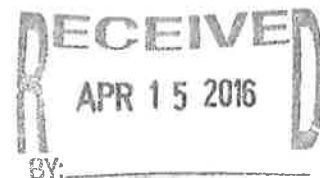
*[Signature]* 4/15/16  
 3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

*[Signature]* 4/15/16  
 4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_



**SLP673B: Neurogenic Cognitive Disorders**  
**2 units**  
**Department of Speech-Language Pathology**  
**Spring 2016**  
**Wed/Fri 9:00-10:50**  
**QUAD 101**

*Current*

**Office:** Laura S Coca MA/CCC SLP  
**E-Mail:** lcoca@csusm.edu  
**Office Hours:** By appointment before or after class

**Department of Speech-Language Pathology Mission Statement**

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

**Program Student Learning Outcomes:**

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

**COURSE DESCRIPTION**

Exploration of acquired cognitive-linguistic, communicative and pragmatic disorders in adults. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models of the nature of language breakdown.

**STUDENT LEARNING OUTCOMES**

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

- Explain neurology and cognitive functions and how they relate to every day functioning and language. (Program Student Learning Outcomes 1 & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, & 4)

- Explain and use differential diagnosis with various behavioral profiles using a variety of assessment tools; including interpretation, administration and scoring. (Program Student Learning Outcomes 1 & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, & 4)
- Demonstrate adequate treatment planning after assessment; including write up of goals and plans, implementation, modifications. Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7)
- Demonstrate knowledge of prognosis and counseling for patients and families including using effective communication with medical and therapy staff team members for education purposes for increased patient outcomes. (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7)
- Will recognize available resources and participate in reading from SIG #2

## GENERAL CONSIDERATIONS

### CSUSM Academic Honesty Policy

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Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

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Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner usually in under 48 hours. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **Requirements for Professionalism**

### **Course Attendance:**

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

**Cell Phones and Texting:** Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

**Computers, Laptops, and Tablets:** It is expected that all electronics will be used appropriately

and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

**Attentiveness:** Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

### **Students with Disabilities Requiring Reasonable Accommodations**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

## **COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING**

### **REQUIRED TEXTS**

Introduction to Neurogenic Communication Disorders. Brookshire, R. and McNeil M. 8<sup>th</sup> edition. 2015.

Additional readings posted on Cougar Courses.

### **ASSIGNMENTS: 240 points total**

- 1) The student will complete goals, summary of deficits, and treatment plan for two therapy sessions for a Rancho VI-IX patient given a scoring summary sheet from a Woodcock Johnson III Test of Cognitive Abilities. Students will use the template for treatment plan used for portfolio assignments. The student will present one therapy task idea, briefly to the class. This will provide the student the opportunity to present a cogent plan, organize thoughts and present what would be done in a true therapy situation for a higher level brain injured patient. 25 points for verbal presentation, 75 points for therapy plan- your therapy plan should include explanation of stimuli, how stimuli was chosen, how it will be presented, how stimuli will be modified if it doesn't work, how you will cue the client, provide feedback and how you will track data. Also include goals and summary of deficits. (100 points total, this will be a signature assignment for student portfolio and will be uploaded to student Calipso account, by the student. This will reflect acquisition of skills and knowledge related to accreditation standards.) **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7) \*DUE 2/19/2016**
- 2) Students will write a one page reflection on the in class guest assessment. Please include how effective you felt this assessment was for this gentleman and 2 goals you would work on given the results of the assessment. Pass/Fail **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7) \*DUE 3/2/2016**
- 3) Students will complete Simucase "DOUG"  
<http://www.speechpathology.com/simucase/case-studies/simucase-case-study-doug-5673>. Upon completion of the case, student will submit PDF profile obtained at end of case. Students will formulate a long term goal and 2 short term goals related to the diagnostic information provided at the end of the case. Students will work in pairs to complete this assignment. 15 points for profile completion, 25 for written goals. **Program Student Learning Outcomes 1, 2, &**

**3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7) \*DUE 3/4/2016**

- 4) In groups of 4, students will choose a research article related to dementia. This article will focus on all or some of the following: diagnosis of dementia, treatment of dementia, stages of dementia, efficacy of Speech Pathology treatment of dementia, etc. Students will spend no more than 10-15 minutes in class to present the findings of the article and how any information in the article could contribute to out best practices. Pass/Fail **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7) \*DUE 3/11/2016**
- 5) Final exam- Students will pass the final exam with a score of 80% or better, or will not pass the course. Questions will be based on text, lectures, and any guest speakers. Questions may be True/False, multiple choice and/or essay. (100 points total, this will be a signature assignment and will reflect acquisition of skills and knowledge related to accreditation standards.) **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7**

### **Grading Standards**

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

### **Letter grade (percentage total points)**

A = 93 and above      A- = 90.00-92.99



B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

## SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1/27-1/29	TBI Incidence/Prevalence/Risk Factors	Brookshire Chapter 11
2/3	TBI Incidence/Prevalence/Risk Factors	Brookshire Chapter 11
2/5	Guest Speaker- Dee	
2/10-2/12	TBI-Prognostic Indicators Recovery, Assessments, Interventions	Brookshire Chapter 11
2/17-	TBI Assessments/Interventions	Brookshire Chapter 11
2/19	TBI Interventions- In class presentations on #1.	Assignment #1 due
2/24	Right Hemisphere Disorders	Brookshire Chapter 10
2/26	TBI Visitor- in class assessment (Tony M)	
3/2-3/4	Right Hemisphere Disorders Assessment/Interventions (Cont)	Assignment #2 Due 3/2/16  Brookshire Chapter 10  Assignment # 3 3/4/2016
3/9-3/11	Dementias	Brookshire Chapter 12  Assignment #4 Due on 3/11/16 ½ class present on 3/11, other half present 3/16

<b>3/16</b>	<b>Wrap up</b>	<b>½ class present Assignment #4</b>
<b>3/18</b>	<b>Final</b>	



**SLP673B: Neurogenic Cognitive Disorders**  
**3 units**  
**Department of Speech-Language Pathology**  
**Spring 2017**  
**Wed 9:00-10:50 and Fri 9-11:45**  
**QUAD 101**

**Office: Laura S Coca MA/CCC SLP**  
**E-Mail: lcoca@csusm.edu**  
**Office Hours: By appointment before or after class**



**Department of Speech-Language Pathology Mission Statement**

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

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Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
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Exploration of acquired cognitive-linguistic, communicative and pragmatic disorders in adults. Methods of assessment and intervention will be introduced. Students participate in data collection, interpretation of assessment results, lesson plan designs and oral and written report presentations. Includes current theoretical models of the nature of language breakdown.

**STUDENT LEARNING OUTCOMES**

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- Demonstrate knowledge and ability to assess, diagnosis and treat patients with a variety of neurocognitive disorders in a lab/sim setting. Demonstrate ability to communicate written and orally to medical professionals and family members regarding diagnosis and treatment options. (Program Student Learning Outcomes 1 & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, & 4) additional assignment/lab setting
- Will recognize available resources and participate in reading from SIG #2

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- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Requirements for Professionalism**

#### **Course Attendance:**

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

**Cell Phones and Texting:** Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

**Computers, Laptops, and Tablets:** It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

**Attentiveness:** Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

### **Students with Disabilities Requiring Reasonable Accommodations**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human



Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GVAR rubric.**

## **COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING**

### **REQUIRED TEXTS**

Introduction to Neurogenic Communication Disorders. Brookshire, R. and McNeil M. 8<sup>th</sup> edition. 2015.

Additional readings posted on Cougar Courses.

### **ASSIGNMENTS: 240 points total**

- 1) The student will complete two long term goals and two short term goals for each long term goal, summary of deficits, and treatment plan for two therapy sessions related to the goals for a Rancho VI-IX patient given a scoring summary sheet from a Woodcock Johnson III Test of Cognitive Abilities. Students will use the template for treatment plan used for portfolio assignments. The student will present one therapy task idea, briefly to the class. This will provide the student the opportunity to present a cogent plan, organize thoughts and present what would be done in a true therapy situation for a higher level brain injured patient. 25 points for verbal presentation, 75 points for therapy plan- your therapy plan should include explanation of stimuli, how stimuli was chosen, how it will be presented, how stimuli will be modified if it doesn't work, how you will cue the client, provide feedback and how you will track data. Also include goals and summary of deficits. (100 points total, this will be a signature assignment for student portfolio and will be uploaded to student Calipso account, by the student. This will reflect acquisition of skills and knowledge related to accreditation standards.) **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7) \*DUE 2/19/2017**
- 2) Students will write a one page reflection on the in class guest assessment. Please include how effective you felt this assessment was for this gentleman and 2 goals you would work on given the results of the assessment. Pass/Fail **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7) \*DUE 3/2/2017**

- 3) Students will complete Simucase “DOUG”  
<http://www.speechpathology.com/simucase/case-studies/simucase-case-study-doug-5673>. Upon completion of the case, student will submit PDF profile obtained at end of case. Students will formulate a long term goal and 2 short term goals related to the diagnostic information provided at the end of the case. Students will work in pairs to complete this assignment. 15 points for profile completion, 25 for written goals. **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7) \*DUE 3/4/2017**
- 4) In groups of 4, students will choose a research article related to dementia. This article will focus on all or some of the following: diagnosis of dementia, treatment of dementia, stages of dementia, efficacy of Speech Pathology treatment of dementia, etc. Students will spend no more than 10-15 minutes in class to present the findings of the article and how any information in the article could contribute to our best practices. Pass/Fail **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7) \*DUE 3/11/2017**
- 5) Students will participate in sim/lab diagnostic evaluation. Upon completion of the evaluation, students will work in assigned pairs to write a full diagnostic report/intervention plan for the client they assessed. There will be specific work days to complete sections of this assignment in class. Diagnostic report template will be provided. **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7) \*DUE 3/4/2017**
- 6) Final exam- Students will pass the final exam with a score of 80% or better, or will not pass the course. Questions will be based on text, lectures, and any guest speakers. Questions may be True/False, multiple choice and/or essay. (100 points total, this will be a signature assignment and will reflect acquisition of skills and knowledge related to accreditation standards.) **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D; IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7**

### **Grading Standards**

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student’s performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic

Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

**Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

## SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1-2	TBI Incidence/Prevalence/Risk Factors	Brookshire Chapter 11 Simulation – Case # 1 – meet our case
Week 3-4	TBI-Prognostic Indicators Recovery, Assessments, Interventions	Brookshire Chapter 11 Simulation – Case # 1 – establish plan of care
Week 5-6	TBI Assessments/Interventions	Brookshire Chapter 11 Simulation Case # 1-Assess
Week 7-8	TBI Interventions- In class presentations on #1.	Assignment #1 due Simulation Case # 1- Intervention application
Week 9-10	Right Hemisphere Disorders	Brookshire Chapter 10 – Simulation Case # 2 – Assess
Week 11-12	Right Hemisphere Disorders	Brookshire Chapter 10 – Simulation Case # 2 – Treat
Week 12-14	Dementias	Assignment #2 Due 3/2/16  Brookshire Chapter 10  Simulation Case # 3- Assess
Week 15	Dementias	Brookshire Chapter 12  Assignment #4 Due on 3/11/16 ½ class present on 3/11, other half present 3/16 Simulation Case # 3 - Treat
Week 16	Final	