



SPPA: 6340 Cognitive Disorders
Marquette University
Summer 2014

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Time: Tuesday and Thursday
5:30-8:45 p.m.
May 20-June 26, 2014

Location: Cramer Hall 038

Textbook: McKay M. Sohlberg & Catherine A. Mateer
Cognitive Rehabilitation: An Integrative Neuropsychological Approach
New York: Guilford Press, 2001.

Grading or Course Requirements:

Attendance/class participation	25 points
In-class quiz	25 points
Take-home quiz	25 points
Simulated interview	25 points
Goal-writing activity	25 points
Journal review/summary	25 points
Patient history summary	15 points
Mid-term	100 points
Final	<u>100 points</u>
Total	365 points

Handouts: Posted electronically via D2L

Grading Scale:

A= 328-365

B= 292-327

C= 255-291

Attendance Policy: We have taken time off of our jobs, driven from Chicago to Milwaukee after work to teach, and have spent a considerable amount of time in the development and preparation of course material to provide you with an exceptional learning experience. You are an adult. As such, we expect you to attend class. We will address attendance concerns on an individual basis. However, 1 absence will result in a warning. Two or more absences will impact your final grade, or may result in having to withdraw from the course. Please refer to the department attendance policy for further clarification.

ASHA Skills: Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills requirements for the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical **Competence in Speech-Language Pathology (CCC-SLP):**

1. The etiology of brain injuries (closed and opened): Standard 3C:
2. The executive and cognitive functions: 3C. Cognitive aspects of communication: etiologies and characteristics, assessment/intervention
3. Describe some neuropsychological concepts such as memory and how it relates to TBI: 3C. Cognitive aspects of communication: etiologies and characteristics
4. The characteristics of communicative disorders in TBI: Standard 3C:
5. The epidemiology, neuropathophysiology, and medical aspects of TBI: Standard 3B. Basic Human Communication (Neurological)
6. The cognitive aspects of communication as it relates to TBI: Standard 3C: Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); etiologies and characteristics.
7. The social aspects of communication as it relates to TBI: Standard 3C: Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities): etiologies and characteristics.
8. The assessment techniques as it applies to TBI: Standard 3D:
9. Receptive and Expressive Language
Intervention techniques as they relate to MSD, language, and cognition in the overall schema of TBI: Standard 3D:

DPI Skills: This course also meets the following DPI skills and standards:

- 1 The speech-language pathologist (SLP) understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2 The SLP understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
- 3 The SLP understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils.
- 4 The SLP understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
- 5 The SLP uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6 The SLP uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom/therapy room.
- 8 The SLP understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
- 10 The SLP fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

The course objectives (learning outcomes) will be achieved through readings, participation in classroom discussion and activities, review/analysis of assessment and treatment materials, review/analysis of video/audio footage, and participation in simulations of assessments, treatments and clinical writing approaches.

Course Outline:

- Week 1:** Tuesday, May 20th
Class Content: Intro, Traumatic/Non-traumatic brain injury, Initial medical interventions
Assignments for next class: Chapters 2 & 3 Cognitive Rehabilitation text
- Thursday May 22nd
Class Content: Initial medical assessments/measures, variables contributing to neurologic recovery
Assignments for next class: Chapter 1 (p3-22), Chapters 5 & 6 Cognitive Rehabilitation text and review medical abbreviations handout
- Week 2:** Tuesday, May 27th
Content to be covered: Intro to neuroplasticity, Cognition (attention and memory)
Assignments for next class: Chapter 8 & 10 Cognitive Rehabilitation text
- Thursday, May 29th
Content to be covered: Cognition continued (executive functions, visual-spatial and emotional behavioral), Pragmatics and Communication deficits associated with brain injury
Assignments for next class: Chapter 4 Cognitive Rehabilitation text and take-home quiz
- Week 3:** Tuesday, June 3rd
Content to be covered: In-class activity: site of lesion and associated deficit areas, review of medical physician's History and Physical report, begin topic of assessment
Assignments for next class: Study for midterm!
- Thursday June 5th
Content to be covered: Continue the topic of assessment and in-class review before midterm
****Midterm to be administered during the 2nd half of class****
Assignments for next class: Continue to review handout of example cognitive/communication screening tool. Complete and videotape a 5-10 minute initial mock interview with a hypothetical "patient/family member." (Separate handout detailing assignment to be provided).

- Week 4:** Tuesday, June 10th
Content to be covered: Review of assignment/videos, video review of informal cognitive/communication screening tool with in class associated activity, organization of clinical findings, clinical writing
Assignments for next class: Written summary of patient history
- Thursday June 12th
Content to be covered: Goal writing, Review of non-standardized and standardized assessments
Assignments for next class: Long-term/short-term goal writing and Chapter 7 Cognitive Rehabilitation text
- Week 5:** Tuesday, June 17th
Content to be covered: In-class review of goal-writing assignment, begin topic of treatment
Assignments for next class: Review p 310-327 and read Chapter 11 Cognitive Rehabilitation Text
- Thursday, June 19th
Content to be covered: continue treatment, psychosocial, pragmatics, behavior management, clinical outcomes
Assignments for next class: Journal article review and written summary.
Generate questions for Laura and Mary relative to the profession, interview process, etc.
- Week 6:** Tuesday, June 24th
Content to be covered: discharge planning, special populations (as time allows), review and clinical analysis of patient video clips
Assignment for next class: Study for final!
- Thursday, June 26th
Content to be covered:
****FINAL EXAM****

Secondary Texts (referenced during class):

**We have copies of each for your reference as needed.

David Darby and Kevin Walsh
Walsh's Neuropsychology: A Clinical Approach
Churchill Livingstone, 5th. Rd.
RC 387.5 .W34, 2005.

Margaret Matlin
Cognition, 7th Ed.
John Wile and Sons.
BF311 .M426, 2009.

David R. Beukelman, Kathryn M. Yorkston
Communication Disorders Following Traumatic Brain Injury: Management of Cognitive, Language, and Motor Impairments.
Pro-Ed, 1991.

Jane Freu, Carol Hayter, Sheila McDonald, Mary Neary, C Wiseman-Hake.
Cognitive Communication Disorders Following Traumatic Brain Injury.
Arizona, Communication Skill Builders.
RD 594. C634, 1994.

Mark F. Bear, Barry W. Connors, Michael A. Paradiso
Neuroscience Exploring the Brain, Second Edition.
Lippincott Williams & Wilkins, 2001.

Roberta Chapey
Langugage Intervention Strategies in Aphasia and Related Neurogenic Communication Disorders, Fourth Edition.
Lippincott Williams & Wilkins, 2001.