

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDSL 673: LANGUAGE AND COGNITIVE DISORDERS IN ADULTS  
Foundation Classroom Building (FCB) 106  
TUESDAY 12:00 - 16:00  
SPRING 2011**

**Professor:** Suzanne Moineau, Ph.D., CCC/SLP  
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**Office:** UH 323  
**Office Hours:** by appointment

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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**COURSE DESCRIPTION**

**Course Description in the Catalog:**

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

**Course Prerequisites:** EDSL 691: Neuroscience for the Speech-Language Pathologist

**Course Objectives:**

1. Students will demonstrate knowledge of the etiology, neuroanatomical correlates and differential diagnosis of primary language versus cognitive-communication disorders in adults, including: aphasia, traumatic brain injury (TBI), Right Brain Dysfunction (RBD) and dementias. Students will be able to describe the specific behavioral profiles associated with each of these disorders and their subtypes. Students will take an examination that demonstrates their knowledge of such.
2. Students will demonstrate knowledge and skills of assessment tools and techniques, including understanding administration, scoring and interpretation. Students will demonstrate understanding of the relevance of case histories in guiding assessment and recommendations/prognoses.
3. Students will demonstrate knowledge and skills in treatment techniques and procedures, evidence-based practice, planning, selecting and writing up appropriate treatment goals/plans and understanding of how to administer such treatment for the various disorders we treat.

### **Textbooks/Reading Materials:**

Murray, L. & Clark, H. (2006). *Neurogenic Disorders of Language: Theory Driven Clinical Practice*. Thomson Delmar Learning: Clifton Park, NY.

### **COURSE GRADING (percentage of total points):**

100-90 = A    89-80 = B    79-70 = C    69-60 = D

**Submission Schedule:** Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the Manual of Citation of the American Psychological Association, or [www.apastyle.org/index.html](http://www.apastyle.org/index.html)

### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

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

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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.

### **Course Requirements**

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Your writing should follow APA format, as appropriate. The Writing Center is available for support (Kellogg Library 1103).

**Examination** (20 points). You will take an examination approximately 1/3 of the way through the course that reflects your knowledge and understanding of the various acquired neurogenic communication disorders we see in adults. This examination will cover such things as general brain-behavior mapping of disorders, prominent behavioral profiles and theories. It will also test

knowledge of linguistic terminology used to define and describe the common behaviors that are present in this population.

Assessment Reports (40 points). You will be required to complete two assessment reports on cases that will be presented in class. You will be required to write up the case history, scores from standardized testing, general impressions from informal testing or observations, results, impressions along with a diagnosis, recommendations and target goals.

Treatment (40 points) You will be given 3 behavioral deficits for which you need to acquire empirical research regarding how to treat this behavior. For example, if you are given a patient with spelling deficits, you will be required to find an empirical study that successfully treated spelling deficits. For each of these articles, you need to clearly and carefully explain the design and methods of the treatment, such that someone reading your paper could sit down and administer this therapy with a client who had similar deficits. You need to explain who this works for, and if appropriate, who it did not work for. You should tell us what the overarching goal of this therapy is – in other words, would I use it to target specific linguistic deficits or is it to capitalize on overall communication. This again speaks to the bigger picture of why would I use it, when and on who. You should carefully explain all components including, materials to administer the treatment, what the patient is required to do, what the clinician is required to do, what level of cueing is needed (if appropriate), number of trials, duration and any other pertinent information. Finally, the write-up should include written goals that relate to implementation of this therapy (e.g. LTG (1 month): The client will be able to spell 10 practiced words of his choice when they are appropriate in conversation without assistance. STG (1 week): The client will spell the first 2 letters of 5 words with 80% accuracy using a phoneme-grapheme mapping strategy). You will write this up for distribution to the class. As well, you will be required to pick one of the treatment articles you read and present the therapy to the class. This will require you to develop the materials and come in and demonstrate how you would actually carry out the therapy. In your handout, you should include all of the details above, including sample goals. You should NOT copy verbatim what is in the article. You need to summarize the treatment program in your own words. As a side note, if something in the treatment did not work, or you would alter it in some way, you can put that in, but explain why. The points will be distributed such that you will get 10 points for each of the 3 articles and 10 points for your presentation.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. 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 in the College of Education, 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.

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Pat Stall, Interim Associate Dean.

### **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 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.

### Schedule/Course Outline

Date	Topic	Assignment (if any)
Week 1 1/25/11	Introduction: Review of our purpose (WHO model), what we treat, mapping of structure to function	Chapter 1, 3 & 8
Week 2 2/1/11	Aphasia	Chapter 2 & 3
Week 3 2/8/11	RHD	Chapter 2 & 3
Week 4 2/15/11	TBI/Dementias	Chapter 2 & 3
Week 5 2/22/11	Examination	
Week 6 3/1/11	General Principles of Assessment	Chapter 4
Week 7 3/8/11	Review of assessment measures	Chapter 5
Week 8 3/15/11	Cases: Assessment – scoring & write-up	Chapter 6
	<b>SPRING BREAK</b>	
Week 9 3/29/11	Cases: Assessment – scoring & write-up	Chapter 7 Assessment Case #1 due
Week 10 4/5/11	General Principles in Treatment: Prognosis and goal writing: types of treatment	Assessment Case #2 due
Week 11 4/12/11	Approaches to Treatment – Impairment based techniques	Chapter 9
Week 12 4/19/11	Approaches to Treatment – Pharmacotherapy/Functionally based/Relationship (Social) based	Chapters 10 & 11
Week 13 4/26/11	Wrap-up	
Week 14 5/3/11	Treatment Presentation	Treatment write-ups due
Week 15 5/10/11	Treatment Presentation	