

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

**EDSL 673: LANGUAGE AND COGNITIVE DISORDERS IN ADULTS
Foundation Classroom Building (FCB) 106
FRIDAY 9-12:45
SPRING 2012**

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School of Education Mission Statement

The mission of the School 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).*

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 plan designs 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:

Chapey, R. (2008). *Language intervention strategies in adult aphasia and neurological disorders* (5th edition). Baltimore: Williams & Wilkins.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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 4300, 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.

Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in the ComDis 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. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA all 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.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade. You have 12 ungraded pass/fail assignments. Should you fail more than 2, you will not pass the course.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy 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		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

4 = A = 95 points = exceeds standards
3 = B = 85 points = meets standards
2 = C = 75 points = approaching, but does not meet standards
1 = D = 65 points = fails to meet standards

Students are expected to turn all work in when it is due. 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. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. Your final paper will be used to satisfy this requirements.

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 School 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.

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).

In-class assignments (5 assignments worth 10 points each for a total of 50 points). There will be several in-class assignments that will count towards your grade in this course. If you miss any of these without an excused absence (discussed with me), I will give you a chance to make it up. If your absence is not excused, you will not be provided with a make-up and will receive a "0" for that assignment.

Examinations (100 points each for a total of 200 points). You will take a midterm and final examination that reflect your knowledge and understanding of the various acquired neurogenic communication disorders we see in adults. These examinations will cover content from class lectures, readings and handouts. The final will be cumulative.

Assessment/Treatment Reports (100 points each) for a total of 200 points). You will be required to complete two assessment/treatment reports that will either be presented in class, or that you will design based on guidance from the instructor. You will be required to write up the case history, scores from standardized/informal testing, summary of findings, general impressions along with a diagnosis, recommendations, treatment baselines, treatment objectives, and treatment methods. You will need to have at least 3 objectives for both cases. You can utilize remediation, compensation or counseling approaches to treatment that are geared towards, stimulation, canned approaches or didactic instruction, but you will need to: 1) justify why you are using the approach you use to target all 3 objectives; and 2) you must find one empirically-based treatment method to support your approach for one of your objectives with each client. You will design materials for one of the goals that are appropriate to use with adults and appropriately target the process you are working on.

There will be various other ungraded assignments, including quick writes, pop quizzes and clinical cases that will be required to be completed as part of class participation. Students must complete and pass 80% of these activities to pass the course.

Schedule/Course Outline

Date	Topic	Assignment (if any)
Week 1 1/27	Introduction: Review of our purpose (WHO model), Review Neuropathology	Chapey 1 & 2
Week 2 2/3	Language defined; history and aphasia defined	Chapey 3
Week 3 2/10	No class – read and work on assignments for EDUC 622	
Week 4 2/17	General principles of assessment; specific behaviors in assessment; classification	Chapey 4
Week 5 2/24	Aphasia Assessment; Review of measures: Case presentation	Chapey 5 & 6
Week 6 3/2	Treatment: defined and types	Chapey 7 & 15 Assessment #1 Due -Draft
Week 7 3/9	Guest; treatment continued	Chapey 8, 13 & 30
Week 8 3/16	CSHA convention – MIDTERM	Chapey 18 & 31; Review lecture on AAC and specific treatments for specific types of aphasia
	SPRING BREAK -3/23/12	
Week 9 3/30	Tx Cont., Objectives (Tasks/Processes); Overview of Session	Chapey 10 & 21
Week 10 4/6	TBI overview/House where language lives	Chapey 33 Assessment/Treatment # 1 DUE
Week 11 4/13	TBI assessment/treatment DEVINA ACHARYA	Chapter 17
Week 12 4/20	RHD assessment/treatment	Chapey 22 & 34
Week 13 4/27	Review of measures: Case presentation	
Week 14 5/4	Normal aging; Types of dementia; dx/tx	Chapey 35; efficacy article Assessment/Treatment # 2 DUE
Week 15 5/11	FINAL EXAMINATION	