Prerequisites: Admission into the SLP graduate program.

I. Course Description:
This course develops an understanding of the etiology, symptomatology, assessment, remediation, and recovery patterns of acquired neurogenic language disorders including aphasia, traumatic brain injury, right hemispheric impairment, and dementia.

PCOE Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)
This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the
importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- **Critical Thinking Skills**
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills**
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork**
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility**
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- **Standard I:** Degree
- **Standard II:** Education Program
- **Standard III:** Program of Study
- **Standard IV:** Knowledge of Outcomes
- **Standard V:** Skills Outcomes
- **Standard VI:** Assessment
- **Standard VII:** Speech-Language Pathology Clinical Fellow
- **Standard VIII:** Maintenance of Certification

**Standard IV: Knowledge of Outcomes**

**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

**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:
  - Articulation
  - Fluency
  - Voice and resonance
  - Receptive and expressive language
  - Cognitive aspects of communication
  - Social aspects of communication
  - Augmentative and alternative communication modalities

**Standard IV-D:** For each of the areas specified in Standard IV-C, 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.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Program Learning Outcomes (PLO): This course supports the Speech-Language Pathology Program Learning Outcomes (PLO) I and III. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders (Dysphagia).
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes into planning Capstone projects and in clinical practice.

Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

1. The students will describe and differentially diagnosis a variety of acquired neurogenic language disorders including aphasia, traumatic brain injury, right hemispheric impairment, and dementia
2. The students will demonstrate knowledge of treatment approaches for specific aspects of language impairment due to neurogenic changes.
3. The students will demonstrate principles and techniques for maximizing communication and quality of life for individuals with neurogenic language disorders.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Reading Assignments:
Text chapters or articles will be provided that correspond to selected course topics/activities that are listed on the course schedule, below. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. Each time we meet, I will assign specific chapters for you to read prior to our next class discussion.

Case Study:
A two-part comps style case study will be completed.

Quizzes:
There will be 6 quizzes periodically throughout the semester. They are tentatively scheduled and will be announced one week prior.
Reflections:
Each student will complete a two-page paper (double spaced, Times New Roman font-12 point with one-inch margins) on your perceptions following either an interview with an individual and their caregivers living with a neurogenic communication disorder or reading an autobiographical styled book of the same subject matter. More specific requirements will be posted.

SimuCase:
A total of two simulations on Simucase will be assigned. These will also count as clinical clock hours! Each student will complete a follow up to each Simucase with a partner.

Videos:
Three videos over assessments and treatment strategies will be completed. These roleplaying activities give students an opportunity to gain hands on experience prior to their externships.

Participation:
Successful class interactions depend on prepared and present communicators! Students are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion and/or making other relevant and timely comments. Diversions due to personal notes, visiting, working on day planners, etc. is not considered appropriate and will be addressed when observed. Cell phones are to be silent during class. Please be respectful and considerate of your peers and instructor.

IV. Evaluation and Assessments (Grading):
Points for grade are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz (50 pts each)</td>
<td>300</td>
</tr>
<tr>
<td>Case Study (2 parts)</td>
<td>200</td>
</tr>
<tr>
<td>SimuCase (50 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Videos (25 pts each)</td>
<td>75</td>
</tr>
<tr>
<td>Interview/book Reflection</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

**NOTICE: These assignments may be subject to change according to the instructor’s discretion.

Grade Calculation: (Points Earned to date) / (Points Possible to Date) x 100 = Current Grade

Avoid point penalties by attending class and by submitting assignments on time and according to the required formats. Late assignments are only accepted for excused absences or by the discretion of the instructor. Late work must be turned in at the next class period after an excused absence to receive credit. No late work will be accepted Finals Week without written permission from the instructor attached. Make-ups for scheduled exams will be allowed only in an extreme emergency including illness or death of a family member and documentation must be provided. You are responsible for scheduling the make-up exam with the instructor. This must be done within one week of your missed exam.

Individual grades will be rounded up when appropriate. Due to this, final grades will NOT be rounded up. A final grade of a 90.1 and a 90.9 are both a 90.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Neuroanatomy and Neurophysiology</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>3</td>
<td>CVA</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>TBI</td>
<td>Assessment Video</td>
</tr>
<tr>
<td>5</td>
<td>Dementia</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>6</td>
<td>Assessment of Neurogenic Cognitive-Communication Disorders</td>
<td>Assessment Video</td>
</tr>
<tr>
<td>7</td>
<td>Assessment of Language</td>
<td>Interview/book Reflection Due</td>
</tr>
<tr>
<td>8</td>
<td>Assessment of Functional Communication, Cognition, and Quality of Life</td>
<td>Case Study 1 Due, Quiz 3</td>
</tr>
<tr>
<td>9</td>
<td>The Context for Treatment</td>
<td></td>
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<tr>
<td>10</td>
<td>Treatment of Aphasia</td>
<td>SimuCase Due</td>
</tr>
<tr>
<td>11</td>
<td>Treatment of Aphasia</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>12</td>
<td>Right-Hemisphere Syndrome &amp; Cognitive Therapy</td>
<td>Treatment Roleplay</td>
</tr>
<tr>
<td>13</td>
<td>Treatment of Dementia</td>
<td>Quiz 5</td>
</tr>
<tr>
<td>14</td>
<td>Compensatory Treatment</td>
<td>SimuCase Due</td>
</tr>
<tr>
<td>15</td>
<td>Finals Week</td>
<td>Case Study 2 Due, Quiz 6</td>
</tr>
</tbody>
</table>

**VI. Readings:**

Recommended:


**VI. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
(1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Important course related policies:

Academic Integrity (4.1)

Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for academic integrity as appropriate.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

**Other SFA Policy Information**

1. Resources

   **Student Wellness and Well-Being**
   SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

   If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

   **On-campus Resources:**
   **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
   www.sfasu.edu/deanofstudents
   936.468.7249
dos@sfasu.edu

   **SFA Human Services Counseling Clinic** Human Services, Room 202
   www.sfasu.edu/humanservices/139.asp
   936.468.1041

   **The Health and Wellness Hub** “The Hub”
   Location: corner of E. College and Raguet St.

   To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
   - Health Services
   - Counseling Services
   - Student Outreach and Support
   - Food Pantry
   - Wellness Coaching
   - Alcohol and Other Drug Education
   www.sfasu.edu/thehub
   936.468.4008
   thehub@sfasu.edu

   **Crisis Resources:**
   - Burke 24-hour crisis line: 1.800.392.8343
   - National Suicide Crisis Prevention: 9-8-8
   - Suicide Prevention Lifeline: 1.800.273.TALK (8255)
   - johCrisis Text Line: Text HELLO to 741-741