

**COSD 60393**  
**Acquired Neurolinguistic Disorders I**  
**Fall 2006**  
**T,Th 2:00-3:20, MSH 115**

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**Office Hours:** After class on Tuesday, before class on Thursday, or by appointment

**Course Description**

This course is intended for graduate students in speech language pathology. It will assist students in developing basic biological, social, clinical and theoretical understandings of commonly observed neurological impairments, specifically aphasia, dementia, traumatic brain injury, and right hemisphere dysfunction.

Credits: 3

**Course Objectives:**

This course is designed to prepare you to do the following:

1. Describe the impact of acquired neurogenic language disorders (aphasia, dementia, right hemisphere dysfunction, and traumatic brain injury) on linguistic and cognitive functioning.
2. Articulate the relationship between neuroanatomical structure and function to observed linguistic and cognitive impairment.
3. Describe the impact of acquired neurogenic language disorders on psychosocial well being in relation to life activities and goals.
4. Select assessment procedures to facilitate accurate diagnosis and description of the cognitive-linguistic impairment associated with neurogenic language disorders.
5. Select treatment procedures to facilitate positive outcomes in the remediation of cognitive-linguistic impairment associated with neurogenic language disorders.

## KASA:

This course is designed to address the following KASA requirements:

<b>Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases</b>
● Basic Human Communication Processes
● Psychological
<b>Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:</b>
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
● Etiologies
● Characteristics
Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
● Etiologies
● Characteristics
Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)
● Etiologies
● Characteristics
<b>Standard III-D: The applicant must possess 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 of the disorders.</b>
Receptive and Expressive Language
● Prevention
● Assessment
● Intervention
Cognitive aspects of communication
● Prevention
● Assessment
● Intervention
Social aspects of communication
● Assessment
● Intervention

## Required Texts

Brookshire, R. H. (2003). *Introduction to Neurogenic Communication Disorders*. (6 ed). St. Louis: Mosby. (Please do not purchase an earlier edition)

Additional course readings as assigned.

## Learning Format

*What you can expect from me...*

- My purpose is to provide a class environment that helps you learn the basics of the neurogenic communication disorders as a foundation for future learning in speech language pathology.
- I will introduce new material in a lecture format using pictures, drawings, and other materials to help you understand the information.
- I will pace lectures to allow you to take notes. I believe learning is an individual and dynamic process and you are responsible for organizing material in a way that makes sense for you. I will not, as standard practice, provide copies of lecture notes and/or PowerPoint presentations.
- I will listen to comments, questions, and concerns with the willingness to be flexible when changes will facilitate learning.

*What I expect from you...*

- You should read the assigned chapter(s) in the textbook and research articles **prior** to the class for which the material is assigned.
- You should ask any questions and make any comments in class that will help you better understand the material. What is clear to me may not make sense to you so I depend on you for feedback. If you are uncomfortable doing this in class, please make the effort to e-mail me or make an appointment to see me.
- You are training to become professionals in speech-language pathology, as such it is important to me to maintain professional standards. Please be to class on time, complete assignments as scheduled, turn cell phones off during class, and generally treat your fellow students and me with respect. If you have any problems with the class, an assignment, or a deadline, please see me as soon as possible so we can find a solution that works for everyone.

## Evaluation

<u>Assignment</u>	<u>Points</u>	<u>Session Due</u>
1) Participation	25	Variable
2) Quizzes	25	9/7, 10/12, 11/21
3) Exam 1	50	Sept. 21
4) Exam 2	50	Oct. 31
5) Exam 3 (Final)	50	Dec. 14
<b>Total</b>	<b>200</b>	

**1) In-class Assignments Participation.** During class you will participate in a variety of activities individually, in dyads, and in groups. Participation may be in oral and/or written form and relate to the readings or prior class discussions. I will keep track of participation, and you will submit any written activities at the end of class to receive credit. Your in class participation gives me an opportunity to gauge your grasp of the material, and to provide feedback regarding your learning.

**2) Quizzes.** Three short quizzes will be given during the semester. Format will vary between multiple choice, short answer, fill-in-the-blank, and/or true-false. Quizzes will be given during the first 10 minutes of class. Make-up quizzes will not be given, and they will start and end on time. Additional time will not be given to complete the quiz if you are late to class.

**3). Examinations.** In clinical settings it is important to be able to make quick decisions. The process of preparing for in-class examinations will help you internalize the information you are learning. The examinations will consist of short answer, multiple choice, short essay, and/or true-false questions. Tests questions will refer to content covered in class and the assigned readings. Questions will vary from addressing issues of basic knowledge to questions requiring interpretation and application of the content.

## **Grading**

<u>Assignment</u>	<u>Grade</u>
1) In-class activities and participation	12.5%
2) Quizzes	12.5%
3) 3 Exams	75%

- 90-100    A
- 80-89    B
- 70-79    C
- 60-69    D
- 59↓      F

## **Class Attendance**

Class attendance will not be formally monitored but you are expected to attend all classes. A substantial amount of material will be covered in each lecture that will be difficult to learn and apply if you are not present for the lectures and discussions. You are responsible for making arrangements with a fellow student to obtain lecture notes for any missed classes.

You should make every effort to be present. The class discussion is designed to challenge your understanding of the material and give me an opportunity to observe your performance and provide feedback regarding your understanding of the content. While performance is not graded, being present will help you gauge strengths and weaknesses relative to the topics covered.

## **Deadlines**

You are expected to take exams and quizzes at the scheduled time and day. Make-up examinations will only be provided once per semester and only in the case of a critical emergency (for example, serious illness or injury). If you will be unable to take an exam as scheduled, you need to notify me by phone or e-mail prior to the start of the exam. If you miss an exam without adequate cause, no make-up exam will be provided and you will receive a score of zero. Make-up exams must be completed within 2 work days following the original exam date. After this 2 day window, a letter grade will be deducted from the final score for each day the exam is not completed. Make-up opportunities will not be provided for in-class assignments.

## **Statement on Disability Services at TCU**

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

## **Academic Misconduct (Sec. 3.4 from the Student Handbook)**

Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself;
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

## **Netiquette: Communication Courtesy Code**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If I deem any of them to be inappropriate or

offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course.

### **TCU Campus Resources for Students**

Many resources exist on the TCU campus that may be helpful to students: Mary Coats Burnet Library (257-7117); Center for Academic Services (257-7486, Sadler Hall. 11); the William L. Adams Writing Center (257-7221, Rickel Bldg. 244); Student Development Services (257-7855, Student Center Rm. 220); and University Ministries (257-7830, Student Center Rm. 111).

### **Email Notification**

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

## Course Schedule, Reading Assignments and Due Dates

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Aug 22	Syllabus, Overview Neurogenic Communication Disorders; Neuro	
24	Biological basis of cognition and language	Ch 1
29	Introduction to aphasia	Ch 4
31	Aphasia Types	
Sept 5	Aphasia	
7	Aphasia	
12	Aphasia Theory	Mitchum (1994)
14	Aphasia Assessment	Ch 3, Skenes & McCauley (1985)
19	Aphasia Assessment	Ch 5
<b>21</b>	<b>Examination 1</b>	
26	Aphasia Treatment- Theory	Holland (1996)
28	Aphasia Treatment- Linguistic	Ch 6
Oct 3	Aphasia Treatment- Functional	Ch 7
5	<i>FALL BREAK</i>	
10	Alexia & Agraphia	Beeson & Hillis (2000)
12	Right Hemisphere (ATTENTION)	Ch. 8
17	Right Hemisphere	
19	Right Hemisphere: Assessment	Meyers (1999)
24	Right Hemisphere: Treatment	TBA
26	Right Hemisphere: Treatment	
<b>31</b>	<b>Examination 2</b>	
Nov 2	Dementia (MEMORY)	Ch. 10
7	Dementia- Assessment	Bayles, et al (1992)
9	Dementia- Treatment	Bourgeois (1991)
14	Dementia- Video	
16 Asha	No Class	
21	TBI (EXECUTIVE FUNTION)	Ch. 9
23	<i>THANKSGIVING</i>	
28	TBI- Assessment	Turkstra and Holland (1998)
30	TBI- Treatment	Ylvisaker et al (2003)
<b>Dec 5</b>	TBI Treatment	Choelho (1996)
<b>12/14</b>	<b>Final Examination 3:00-5:30</b>	