# **CSD 606: Cognitive Linguistic Disorders in Adults**

**Fall 2021**

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**School of Health and Human Sciences**

**University of North Carolina-Greensboro**

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**Class meeting time:** This a face-to-face course you will be expected to attend class on Wednesdays between 4:00-6:50pm.

**Classroom assignment:** Jackson Library room 032

**Office hours:** Office hours will be 2-3:30 on Wednesdays. Office hours will be held virtually to accommodate social distancing protocols. The zoom link for office hours is posted on the course Canvas page. Please let me know if you are not able to attend office hours. I am happy to meet with you outside of this scheduled time. I am also available by email to answer questions.

**Course Description**

Assessment, diagnosis, and treatment of communication disorders resulting from stroke, dementia, and traumatic brain injury.

**I. Course Purpose and Overview**

The purpose of this course in to provide the requisite knowledge required to understand, evaluate and treat acquired adult language disorders. Neurological, theoretical and clinical perspectives to adult language disorders will be explored.

Students will learn through assigned readings of book chapters and research articles, lectures, discussion, and projects. Case studies including case history, neurological exam results, behavioral symptoms, and/or lesion information will be used to develop clinically relevant skills. Students will also be required to incorporate knowledge of theoretical models and research to develop evidenced based treatment approaches in response to clinical cases provided by the instructor.

**The content of this course is designed to help you meet the following clinical certification standards:**

**ASHA Standard IV-B:** Demonstrate 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.

**ASHA Standard IV-C:** Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

**ASHA Standard IV-D:** Demonstrate 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.

**ASHA Standard IV-E:** Demonstrate knowledge of standards of ethical conduct.

**ASHA Standard IV-F:** Demonstrate knowledge of processes used in research and of the integration of research principles into evidence based clinical practice.

**II. Student Learning Objectives**

**Knowledge objectives**

You will be able to:

1. Demonstrate knowledge of the anatomical and physiological bases of language and cognition
2. Demonstrate knowledge of the vascular supply and consequences of cerebral vascular events
3. Demonstrate knowledge of the components of aphasia and other acquired cognitive linguistic disorders, including:
	* Etiology
	* Lesion site
	* Neurological symptoms
* Speech/language/cognitive symptoms
* Bilingual/Multicultural/cultural factors to consider
1. Demonstrate knowledge of cognitive and language assessments, including:
* Administration procedures
* Scoring and interpreting results
* Intended populations
* Validity, reliability, cultural appropriateness, etc.
1. Demonstrate knowledge of theoretical models (e.g., psycholinguistic, cognitive neuropsychological) of cognition and language
2. Demonstrate knowledge of behavior associated with cognitive and language problems and how to test and/or refer for these problems
3. Demonstrate knowledge of ethics regarding assessment and treatment of adults with acquired cognitive linguistic disorders and how to apply the principles of the ethics in class activities and on case studies
4. Demonstrate basic knowledge of the principles of neuroplasticity and how they can be applied to language and cognitive-linguistic treatment
5. Demonstrate knowledge of being able to read relevant literature and evaluate it critically to inform evidence-based practice
6. Critically and ethically consider best assessment and treatment options for individuals who are bilingual or multilingual (i.e., do not share the same language background as you)
7. Demonstrate knowledge of how to support communication and cognition for people with acquired cognitive linguistic disorders

**Student learning objectives**

**Skill Objectives**

You will be able to:

S.1 Interpret results from tests used to assess acquired cognitive-linguistic disorders.

* + Analyze test results (e.g., language batteries, cognitive batteries, naming, etc.) from speakers with acquired cognitive linguistic disorders
	+ Interpret error types in persons with acquired language disorders

S.2. Design assessment protocols for individuals with acquired cognitive-linguistic disorders

S.3. Develop evidence-based intervention plans given case data for adults with acquired cognitive-linguistic disorders

S.4. Construct answers to questions that caregivers commonly ask about acquired cognitive-linguistic disorders

S.5. Demonstrate competence in interpreting treatment literature and using it to develop appropriate, theoretically sound treatment paradigms for a variety of acquired language problems

**III. Course Materials**

**Required Materials**

* Lectures in class
* Additional materials and readings will be posted on Canvas and will include research articles and textbook chapters

**Required text:**

* Papathanasiou, I., Coppens, P., & Potagas, C. (2017). *Aphasia and Related Neurogenic Communication Disorders (2nd ed.).* Jones & Bartlett Learning, Burlington.
1. **Technology Requirements:**
	* You need access to a stable internet connection
	* iSpartan Account
	* Adobe Reader
	* Respondus Monitor software
	* Respondus Lockdown software
	* Assignments should be submitted as Microsoft documents (Word, PowerPoint, Excel, etc.)
	* Email communications should be conducted using the UNCG iSpartan email system, **you are expected to check your email regularly and respond to emails in a timely and professional manner**
	* All students are required to maintain high speed, secure internet access throughout the duration of the course. Failure to remember passwords or lack of access to the internet are not “technical difficulties” and will not be accepted as extenuating circumstances for assignment submission
	* You will need access to a webcam to participate in online assessments.
2. **Technical support:**

If you are experiencing any technical difficulties with the course website, please contact UNCG 6-tech (336-256-8324, 6tech@uncg.edu). This is the quickest way to receive assistance on issues regarding the website or software required for the course.

**Time commitment**

This is a face-to-face course. Each week, you will attend lecture. If you are not able to make it to class, it is your responsibility to make arrangements for the content you missed. After lecture, during the assigned class time you will participate in a discussion group/activities where you will have an opportunity to ask questions about the week’s materials/topics and discuss those topics in more depth—during this time you are expected to **ACTIVELY ENGAGE** with the material and complete hands-on activities to the best of our ability given COVID-19 safety requirements.

 This is a 3-credit graduate course. For every credit you should expect to spend 2-3 hours outside of class on this course. Therefore, you should be prepared to spend 6-9 hours a week (outside of the lecture) reading, studying, reviewing, and/or completing activities.

**What do I need to do and when?**

* Class will be Wednesdays from 4:00-6:50pm
* Discussion board posts will be due most Fridays

**IV. Assignments & Grading**

***1. Tests will be completed via Canvas using Respondus Lockdown and Monitoring software***

**Test #1 (50 points):** All material up to test date (Neuro review and Aphasia)

Meets student learning objectives: 1, 2, 3, 5, 8, S1, S2, S3

**Test #2 (40 points):** All material between exam 1 and exam 2 and some comprehensive aspects (RHD and TBI)

Meets the following student learning objectives: 1, 3, 4, 5, 11, S1, S2, S3, S4

***2. Projects***

***Assessment Table (30 points)-*** You create a table with assessments that are commonly used to evaluate cognitive-linguistic function. All the information needed to complete your table can be found online. Additional information will be posted under the “assignments” module.

Meets student learning objective: 4

***Discussion boards (5 points each, 40 points total)-*** You are required to complete the readings in this course. Most Fridays there will be a discussion board due on one of the specific research articles. Sometimes discussion boards will require you to respond to specific questions and other times it will be a reflection on what you read. You will be required to create a post and respond to at least one other post (unless directed otherwise). To get full credit, you will need to write a thoughtful answer/response/reflection using professional language.

Meets student learning objectives: 9, S5

***Case study projects (10 pts each, 30 points total)-*** You will complete one case study for aphasia, one for right hemisphere disorder and one for traumatic brain injury. Information will be provided in the “assignments” module. The aphasia case study will address bilingual aphasia and will meet the following student learning objectives: 1, 2, 4, 6, 7, 9, 10, S1, S3, S5

Right Hemisphere disorder case study will meet the following learning objectives: 1, 3, S2, S3, S4

Traumatic Brain Injury case study will meeting the following learning objectives: 1, 3, 6, 7, S2, S3, S4

***Supported Conversation Learning Module Action Plan (10 pts)-*** Complete the SCA learning module and then download the action plan that you create throughout the module

To complete this project, you will need to create an account with the Aphasia Institute of Toronto and access the “e-learning” section. Detailed instructions will be posted under the “assignments” module. Meets student learning objective 7 and 11.

***Final Case study (50 points)-*** The final class project will be a case study. Students will be allowed to select two case studies to complete and turn in by the time/date of the final exam.

Meets the following student learning objectives: 3, 4, 5, 9, 11, S1, S2, S3, S4

**Total points:** 250

***Course grades will be assigned as follows:***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | F |
| 93-100% | 90-92% | 87-89% | 83-86% | 80-82% | 77-79% | 73-76% | 70-72% | 0-69% |
| 234-250 | 224-233 | 217-223 | 207-216 | 199-206 | 192-198 | 182-199 | 174-181 | 0-173 |

The grading formula for undergraduate and graduate students differs. The UNCG Graduate School does not permit grades of D for graduate students. Therefore, any grade below 70 will be scored as an F for graduate students. For scores above 70, the grading scale is the same for graduate students as for undergraduate students. Undergraduates will be graded strictly according to the scale above.

**The grade of Incomplete** will be assigned **only** when the course attendance requirement has been met, and the granting of a final grade has been postponed because certain course assignments are outstanding (for reasons satisfactory to the instructor). See <https://reg.uncg.edu/grades/incomplete-grades/> for additional information.

**V. Other Requirements/Information**

1. Students have the responsibility for activating their university email account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. will be sent to the student’s university email account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

2. It is University policy to respect its members’ observance of their major religious holidays. Students should notify instructors **at the beginning of the semester** about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director.

3. **Attendance/Participation.** You are expected t*o attend* each class and, once in class, you are expected t*o participate*. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

4. **Missing or late assignments or exams:** If you must miss an assignment or examination due to illness or emergency, you should contact the professor ***beforehand***. Unexcused absences for examinations will be graded as a “0.”

5. Assignments that are submitted within one day of a due date will be lowered one letter grade. Assignments submitted within one week of the due date will be lowered two letter grades. Assignments will not be accepted after one week after the due date without prior approval from the instructor.

6. Computers and cellphones: During class time, you are expected to pay attention and contribute. This is not a time to use your computer or cell phone for personal reasons (e.g., checking email, shopping, messaging, etc.). Searching the Web, answering e-mail and checking Facebook, etc. should **not** be done during our class time for obvious reasons. Cellphones should be put on silent during class.

7. Sexual Harassment and Violence Reporting – The University is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator. For further information on this issue and options for anonymous reporting see the link below:

<https://sa.uncg.edu/dean/sexual-misconduct/sexual-misconduct-resources/>

**VI. Academic Integrity**

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges.

Accurate citation of work must be completed in all papers. Anything you write that was not your original idea should include a citation. Without a citation, you are committing plagiarism. Accurate citation of information is an important part of academic integrity and professionalism and will not be taken lightly in this course.

The work you complete and turn in should be **YOUR OWN**. You should complete all assignments **INDEPENDENTLY** unless the rubric or assignment instructions state that it is a group project. For further information on the University policies related to this issue, see the link below:

<https://osrr.uncg.edu/academic-integrity/>

**VII. Accommodations for Learning or Access differences**

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Accessibility Resources & Services (OARS) for information about registration. You can reach OARS by email at oars@uncg.edu, call 336.334.5440, or register online (<https://ods.uncg.edu/>). Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. If you require accommodation, please let me know as soon as possible so that I can make sure those accommodations are met. Please report any access related concerns about instructional material to OARS and to me as your instructor.

**VIII. Health and Wellness:** Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

**IX. Pronoun usage:** Pronouns are words that a person may use to identify themselves instead of their chosen name. For example, she/her/hers and he/him/his are typically feminine and masculine pronouns, respectively. However, some feel more comfortable with gender-neutral pronouns. The most common gender-neutral pronouns are they/them/theirs, used in the singular to refer to an individual in a way that isn’t gendered. Please let me know, if you are addressed by pronouns other than those typically used in the singular.

**X. Respect for Others:** UNCG is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age. <https://policy.uncg.edu/university-policies/discriminatory_conduct/>

**XI. Being flexible**

Thankfully, Fall 2021 is going to be closer to “normal” that the last few semesters, but that doesn’t mean that there might not be bumps in the road. We have to do our best to stay positive and make this a great semester. You are all my future colleagues and I will treat you with respect and understanding. I expect the same in return. Please let me know if you are experiencing something that impacts your ability to complete the required assignments in this course.

**XII. Covid-19**

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

● [Following face-covering guidelines](https://update.uncg.edu/community-standards/)

● Engaging in proper hand-washing hygiene when possible

● Self-monitoring for symptoms of COVID-19

● Staying home if you are ill

● Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or

the student may also contact OARS (336.334.5440) who, in consultation with Student Health

Services, will review requests for accommodations.

**Class Agenda**

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| --- | --- | --- | --- |
| **Week** | **Topic/Lecture** | **Readings and activities** | **Assessments/ Assignments due** |
| 8/18/21Week 1 | Class introductionNeuro review and healthy aging | **Reading:**1. Chapter 3 in your textbook (pg 37-53)

**Activities:**1. Class agenda and discussion
* Syllabus discussion
* Neuro review (lesion activity)
 | Lesion activity (**no final product due**)Discussion board due by Friday 8.20.21 |
| 8/25/21Week 2 | Assessment principles for cognitive linguistic disorders |  **Readings:**1. Chapter 5 in your textbook

 **Activity:**1. Review standardized tests in class
 | No discussion board due |
| 9/01/21Week 3 | Treatment principles, concepts and perspectives Goal writing  |  **Readings:**1. Chapter 4 from textbook
2. Hopper, T., & Holland, A. L. (2005). Aphasia and learning in adults: Key concepts and clinical considerations. *Topics in Geriatric Rehabilitation*, *21*(4), 315-322.
3. Hengst, J. A., Duff, M. C., & Jones, T. A. (2018). Enriching communicative environments: Leveraging advances in neuroplasticity for improving outcomes in neurogenic communication disorders. *American journal of speech-language pathology*, *28*(1S), 216-229.
 | Discussion board post on Hopper and Holland (2005) and Hengst, Duff, & Jones (2018) by Friday (9.3.21) |
| 9/08/21Week 4 | Aphasia classification and, aphasia types | **Readings:**1. Chapter 3 from textbook (pg 53-61)

**Activity:**1. Complete Supported conversation module (complete at home) and action plan to turn in on Friday
2. Aphasia video examples during class
 | **Turn in Supported conversation action plan** on 9.10.21 |
| 9/15/21Week 5 | Single word processing and treatment | **Readings:**1. Chapter 9 from your textbook
2. Read the additional chapter posted on CANVAS (Klein & Mancinelli, 2021)

**Activity:**1. Single word error coding to be completed in class
 | Discussion board post due Friday9.17.21 |
| 9/22/21Class 6 | Sentence production and comprehension and sentence level treatmentSelf-study on Alexia and Agraphia | **Readings:**1.Chapter 12 textbook2.Edmonds, L. A. (2014). Tutorial for Verb Network Strengthening Treatment (VNeST): Detailed description of the treatment protocol with corresponding theoretical rationale. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, *24*(3), 78-88.3.**READ** pages 153-161 on Alexia and Agraphia for self-study**Activity:**1. Sentence scoring in class
 | Discussion board post due Friday 9.24.21 |
| 9/29/21Class 7 | Discourse processingBilingual Aphasia (recorded lecture—watch at home) | **Reading:**1. Chapter 16 from your textbook
2. read pages 161-169 posted on CANVAS and turn in the case study
3. Nicholas, L. E., & Brookshire, R. H. (1993). A system for quantifyingthe informativeness and efficiency of the connected speech of adults with aphasia. *Journal of Speech, Language, and Hearing Research*, *36*(2), 338-350.

**Activity:** 1. Discourse analysis activity (in class)
 | **Bilingual Aphasia Case study due 10.8.21 and 10.13.21** |
| 10/6/21Week 8 |  | **Test 1 online** |  |
| 10/13/21Week 9 | Right hemisphere function and disorder | **Reading:**1. Chapter 17 from textbook
2. Blake, M. L., Duffy, J. R., Myers, P. S., & Tompkins, C. A. (2002). Prevalence and patterns of right hemisphere cognitive/communicative deficits: Retrospective data from an inpatient rehabilitation unit. *Aphasiology*, *16*(4-6), 537-547.
 | Discussion board post Blake et al., 2002 due by Friday 10.15.21 |
| 10/20/20Week 10 | Theory and Treatment options for RHD | **Reading:**1. Chapter 18 from textbook
2. Blake, M. L. (2007). Perspectives on treatment for communication deficits associated with right hemisphere brain damage. *American Journal of Speech-Language Pathology*.

**Activity:**1. RHD case study completed in class—turn in Friday 10.22.21
 | Discussion board post Blake, 2007By Friday 10.22.21RHD case study due by Friday 10.22.21 |
| 10/27/20Week 11 | Traumatic Brain InjuryNeuroanatomical underpinningsImpact on cognitive-communicative abilities | **Reading:**1. Chapter 19 from textbook
2. Chapter 7 from Klein and Mancinelli

**Activity:**1. Work on TBI case study in class
 |  |
| 11/03/21Week 12 | TBI stagesTreatment and collaboration | **Reading:** 1. Gilmore, N., Ross, K., & Kiran, S. (2018). The Intensive Cognitive-Communication Rehabilitation Program for Young Adults With Acquired Brain Injury. *American journal of speech-language pathology*, *28*(1S), 341-358.
2. .Zickefoose, S., Hux, K., Brown, J., & Wulf, K. (2013). Let the games begin: A preliminary study using Attention Process Training-3 and Lumosity™ brain games to remediate attention deficits following traumatic brain injury. *Brain injury*, *27*(6), 707-716.

Activity: 1. Continue to work on TBI case study in class
 | Discussion board due Friday 11.05.21 (Gilmore et al., 2018 and Zickefoose et al., 2013)**TBI Case study due Friday 11.05.21** |
| 11/10/21Class 13 |  | **Test 2: RHD and TBI** |  |
| 11/17/21Class 14 | Introduction to Dementias and AssessmentApproaches to treatment in populations with Dementia (recorded lectures and podcast to be reviewed at home) | **Readings on Assessment:**1. Chapter 8 from Klein and Mancinelli
2. Gorno-Tempini, M. L., Hillis, A. E., Weintraub, S., Kertesz, A., Mendez, M., Cappa, S. F., ... & Manes, F. (2011). Classification of primary progressive aphasia and its variants. *Neurology*, *76*(11), 1006-1014.

**Readings on Treatment:**1. Indirect interventions chapter
2. Direct interventions chapter
3. Selected treatment articles posted on Canvas
 | Discussion board post Gorno-Tempini et al., 2011by Friday 11.20.21 |
| 12/01/21Class 15 | We will not have class this week. Please use this time to watch the recorded lecture materials and/or work on your final project |
| Final **PROJECT DUE** | Friday December 3rd by 5:00pm |
| **HAVE A GREAT WINTER BREAK!** |

\*Class topics, dates, assignments and readings are subject to change at the instructor’s discretion.