

**Cognitive Linguistic Disorders—updated 5-1-20**  
**SLP 513-A70 (3 credits)**  
**CRN 39788**  
**Part-time Web 3**

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**Dates/times of 8 Classes: 05/18- last class 06/10, ALL PROJECT ASSIGNMENTS DUE NO LATER THAN JUNE 22nd.**

MAY 2020						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X	18	X	19	20	21
22	X	23	X	24	25	26
27						
31						

Holidays and Observances: 5: Cinco de Mayo, 10: Mother's Day, 25: Memorial Day

JUNE 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
	1 X	2	3 X	4	5	6
7	8 X	9	10 X	11	12	13
14	15	16	17	18	19	20
21	22 X	23	24	25	26	27
28	29	30				

### Course Description:

Neural based communicative linguistic disorders, with an emphasis on traumatic brain injury, dementia, and other etiologies that cause cognitive linguistic disorders. Identification, assessment, therapeutic strategies and classification of cognitive linguistic disorders.

**Course Objectives:**

<b>Course Objective</b>	<b>CAA Standard</b>	<b>Assignment/Quiz</b>	<b>Due Date</b>
Students will become familiar with the characteristics of cognitive disorders and emotional deficits that might occur as a result of neurological damage.	<b>3.0B</b>	➤ 80% or better on <b>quiz 1</b>	<b>Quiz 1 Available May 20</b>  <b>Due May 22</b>
Students will become familiar with current recommendations to prevent cognitive disorders that might occur as a result of neurological damage.	<b>3.0B</b>	➤ 80% or better on <b>quiz 1</b> ➤ Minimum of five 2014-present printed readings on prevention of head injury, anoxic brain injury, stroke, mild cognitive impairment, and OR Alzheimer's disease in one section of the on-call notebook	<b>Quiz 1 Available May 20</b>  <b>Due May 22</b>
Students will become familiar with the leading etiologies of cognitive disorders.	<b>3.0B</b>	➤ 80% or better on <b>Quiz 1</b>	<b>Quiz 1 Due May 22</b>
Students will administer standardized tests of cognition	<b>3.0B</b>	➤ Administer the SLUMS, MoCA, subtest 1 of the FAVRES, and the CLQT 2X <b>to a person over the age of 65.</b> ➤ Administration of a <b>brain health survey</b> <a href="https://healthybrains.org/brain-check-up/">https://healthybrains.org/brain-check-up/</a> ,	Upload Test forms & screenshot of survey results will to Bb by <b>May 29.</b>  Administer to the same person <u>a second time</u> no earlier than <b>June 10 and</b> uploaded to a second tab-by <b>June 22</b>

Students will demonstrate <b>evaluation strategies</b>	<b>3.0B</b>	<ul style="list-style-type: none"> <li>➤ 80% or better on quiz 2</li> <li>➤ Addition of five different informal/formal evaluation strategies in the on-call notebook shown during a <b>10-min walk through of on-call notebook</b></li> <li>➤ <b>Upload of walk through to YouTube</b> using private settings and emailing the instructor the link.</li> </ul>	<b>Quiz 2 Available June 3 Due by June 5</b>  <b>On-call Notebook 10-min Uploaded summary Due June 19</b>
Students will generate cognitive (cognitive-linguistic) goals based on patient descriptions.	<b>3.0B</b>	<ul style="list-style-type: none"> <li>➤ 80% or better on <b>quiz 3</b></li> </ul>	<b>Quiz 3 Available June 10 Due June 12</b>
Students will develop “ready to go” <b>therapy activities</b> in an <b>On-Call Notebook</b> that are appropriate given the cognitive goals, background, and interests of the patient	<b>3.0B</b>	<ul style="list-style-type: none"> <li>➤ <b>Minimum of 10 therapy activities for 5 different cognitive domains</b></li> <li>➤ Students will provide a <b>written paragraph in their on-call notebook describing how they have incorporated a variety of ethnic, religious, and cultural contexts for therapy.</b></li> <li>➤ Students should flag <b>5 activities that can be performed by the severely impaired patient.</b></li> </ul>	<b>On-call Notebook 10-min Uploaded summary Due June 19</b>
Students will develop a <b>90-minute group lesson for adults with mild cognitive impairment in memory, attention and orientation, executive functioning/problem solving/ scheduling, visual spatial and geographic orientation, socialization,</b>	<b>3.0B</b>	<ul style="list-style-type: none"> <li>➤ Please upload the written lesson plan in a ready-to-go detailed fashion in the Bb</li> </ul>	<b>Lesson Plan Due Wed, June 17th</b>

and brain health (6 groups of 3-4 students).			
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### Course Examinations:

Each quiz will cover the course notes and any assigned readings from the textbook or other publications posted on Bb or listed on the Required Readings. As part of the exam you will be required to interpret clinical cases, develop evaluation procedures, integrate information across deficits in speech, language, swallowing and cognition, write goals and propose therapy activities.

**Course Schedule:** (each class will include a presentation of videotaped cases)-Download or print notes on Blackboard before class. Also, number the pages as I review them and add a page at the end of a section prior to an exam, with Quiz 1, 2, and 3. You are required to find the readings listed in the library or online. There will not be a study guide for the notes posted on Blackboard. There are some review guidelines for the readings but it is strongly recommended that you do the readings and not depend on these.

Monday and Wednesdays 4:45-5:45 PM

May 18-1st class, June 10-Last Class

### Overview of the syllabus

Lecture 1: Brain plasticity, interprofessional practice, neuroradiology, Cognitive domains, MCI, Dementia, Risk Factors

Lecture 2: Levels of Consciousness and Attention/Orientation

Reading: Kimbarow (2021). Chapter 1

### Requirements (200 total points):

1. Completion of required readings (and related study guides).
2. Development of "on-call" evaluation/therapy activity notebook. (50 points of the course grade)
3. Administer the SLUMS, MoCA, subtest 1 of the FAVRES, the CLQT, Healthy Brains 2X to a person over the age of 65. (5 Points X 10= 50)
4. Three student quizzes (25 points per quiz=75 points).
5. Class discussion and attendance are required. Discussion points and test questions will be presented in class and students will have the opportunity to earn extra credit points.
6. Students will develop a 90-minute group lesson for adults with mild cognitive impairment (25 points)

### Lecture 3: Memory

Reading: Kimbarow (2021). Chapter 2

### Lecture 4: Overview of Alzheimer's Disease and Related Dementias and Challenging Behavior

Reading: Kimbarow (2021). Chapter 5 & 6

Reilly, J., Rodriguez, A., Lamy, M., & Neils-Strunjas, J. (2010).

### Lecture 5: Prefrontal Lobe/ Pediatric TBI/ Prefrontal Lobe and Problem-Solving

Readings: Kimbarow (2021). Chapter 3 & 8; Pediatric TBI Resources from the State of Colorado <https://www.cde.state.co.us/cdesped/sd-tbi> (extremely important)

### Lecture 6: Communication Treatments for Individuals with Right Hemisphere Brain Damage (RHBD)

Readings: Kimbarow (2021) Chapter 4; Sacks (1985)—don't miss Sacks' chapter!

### Lecture 7: Emotional processes & pragmatics

### Lecture 8: Historical Accounts of Dysfunctional Behavior related to Frontal Lobe, Executive Systems, Traumatic Brain Injury & Special Issues in the Veteran Population

Reading: Kimbarow (2021). Chapter Chapter 7

**Grading Scale:** Grades are based on the total percentage of points earned out of 200. This means that your grade equals earned points/total points= percentage. Grading is as follows:

A 93-100

B 85-92

C 77-84

D 68-76

F below 68

### General Policies:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159. In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [Sarc.connect@wku.edu](mailto:Sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center. It is recognized that syllabi may be modified due to extenuating circumstances (e.g. cancelled classes) and updates to readings and or assignments. In such cases a revised syllabus should be posted on the university’s official course registration website as soon as practicable.

### **Required Texts:**

Kimbarow, M. L. (2021). Cognitive communication disorders (3rd ed.). San Diego, CA: Plural Publishing Co.

### **Optional Texts:**

Sohlberg, M.M. and Mateer, C.A. (2001). Cognitive rehabilitation. An integrative neuropsychological approach. New York: The Guilford Press.

Bayles, K. A., & Tomoeda, C. K. (2015). Cognitive-communication disorders of dementia: definition, diagnosis, and treatment (2nd ed.). San Diego, CA: Plural Publishing, Inc. ISBN 978-1- 59756-564-6

**Optional Readings** (some of these readings are available in a folder in the content area):

Bayles, K.A. and Kim, E.S. (2003). Improving the functioning of individuals with Alzheimer’s disease: Emergence of behavioral interventions. *Journal of Communication Disorders*, 36, 327-343.

Havens, L.A., McCarty, J., Sampson, M., Warren, S. (2017). Cognitive Treatment: Is it covered? *ASHA Leader*, 22, 24-26.

Horn, S.D., Delong, G., Smout, R.J., Gassaway, J., James, R., and Conroy, B. (2005). Stroke rehabilitation patients, practice, and outcomes: Is earlier and more

Kucharska-Pietura, K., Phillips, ML, Gernand, W., and David, A.S. (2003). Perceptions of emotions from faces and voices following unilateral brain damage. *Neuropsychologia*, 1082-1090.

Luaute, J., Halligan, P., Rode, G., Rosseti, Y., Boisson, D. (2006). Visuospatial neglect: A systematic review of current interventions and their effectiveness. *Neuroscience and Biobehavioral Reviews*, 30, 961-982.

\*Reilly, J., Rodriguez, A., Lamy, M., & Neils-Strunjas, J. (2010). Cognition, Language, and Clinical Pathological Features of Non-Alzheimer's Dementias: An Overview. *Journal of Communication Disorders*, 43(5), 438–452.  
<http://doi.org/10.1016/j.jcomdis.2010.04.011>

\*Sacks, O. (1985). The man who mistook his wife for a hat. New York: Summit Books. (Chapt 1)

Swigert, N.A. (February 5, 2002). Documenting what you do is as important as doing it. *ASHA Leader*, 7, no.2.

### **Other readings of interest:**

Constantinidou, F., & Kennedy, M. (2017). Traumatic brain injury in adults. In I. Papathanasiou & P. Coppens (Eds.), *Aphasia and related neurogenic communication disorders* (Second ed., pp. 421-454). Burlington, MA: Jones & Bartlett Learning.

Frith, M., Togher, L., Ferguson, A., Levick, W., & Docking, K. (2014). Assessment practices of speech-language pathologists for cognitive communication disorders following traumatic brain injury in adults: an international survey. *Brain Inj*, 28(13-14), 1657-1666.

Heilman, K. M., & Valenstein, E. (Eds.). (2003). *Clinical neuropsychology* (4th ed.). New York, NY, US: Oxford University Press.

Hopper, T. Bourgeois, M., Pimental, J., Qualls, C., Hickey, E., Frymark, T., & Schooling, T. (2013). An evidence-based systematic review on cognitive interventions for individuals with dementia. *Am J Speech Lang Pathol*, 22, 126-145.

Kleim, J. A. (2011). Neural plasticity and neurorehabilitation: teaching the new brain old tricks. *J Commun Disord*, 44(5), 521-528.

Lehman Blake, M., Duffy, J., Tompkins, C., & Myers, P. (2003). Right hemisphere syndrome is in the eye of the beholder. *Aphasiology*, 17(5), 423-432.  
 doi:10.1080/02687030344000120

- Lehman Blake, M. L., Tompkins, C. A., Scharp, V. L., Meigh, K. M., & Wambaugh, J. (2015). Contextual Constraint Treatment for coarse coding deficit in adults with right hemisphere brain damage: generalization to narrative discourse comprehension. *Neuropsychol Rehabil*, 25(1), 15-52. doi:10.1080/09602011.2014.932290
- Li, B. Y., Wang, Y., Tang, H. D., & Chen, S. D. (2017). The role of cognitive activity in cognition protection: from Bedside to Bench. *Transl Neurodegener*, 6, 7.
- Minga, J. (2016). Discourse Production and Right Hemisphere Disorder. *Perspectives of the ASHA Special Interest Groups*, 1(2), 96-105.
- Sohlberg, M. M., & Turkstra, L. (2011). *Optimizing cognitive rehabilitation: Effective instructional methods*. New York: Guilford Press.
- Tompkins, C. A., & Scott, A. G. (2017). Treatment of right hemisphere disorders. In I. Papathanasiou & P. Coppens (Eds.), *Aphasia and related neurogenic communication disorders* (Second ed., pp. 399-420). Burlington, MA: Jones & Bartlett Learning.
- Tompkins, C. A., Klepousniotou, E., & Gibbs-Scott, A. (2017). Nature and assessment of right hemisphere communication disorders. In I. Papathanasiou, P. Coppens, & C. Potagas (Eds.), *Aphasia and related neurogenic communication disorders*. Sudbury, MA: Jones and Bartlett.
- Turkstra, L. S., Norman, R., Whyte, J., Dijkers, M. P., & Hart, T. (2016). Knowing What We're Doing: Why Specification of Treatment Methods Is Critical for Evidence-Based Practice in Speech-Language Pathology. *Am J Speech Lang Pathol*, 25(2), 164-171.
- Turkstra, L. S., Clark, A., Burgess, S., Hengst, J. A., Wertheimer, J. C., & Paul, D. (2017). Pragmatic communication abilities in children and adults: Implications for rehabilitation professionals. *Disabil Rehabil*, 39(18), 1872-1885.
- Meulenbroek, P., Ness, B., Lemoncello, R., Byom, L., MacDonald, S., O'Neil-Pirozzi, T. M., & Sohlberg, M. M. (2018). Social Communication following Traumatic Brain Injury-Part Three: Integrating Theory with Treatment Components. *Int J Speech Lang Pathol*.
- Murray, L. L., & Clark, H. M. (2006). *Neurogenic disorders of language: Theory driven clinical practice* (pp. 518 pages). Clifton Park, NY USA: Thomson Delmar Learning.

### **Suggested Websites:**

Pediatric TBI Resources from the State of Colorado <https://www.cde.state.co.us/cdesped/sd-tbi> Extremely important up-to-date resource for SLPs who treat children with TBI

- A clearinghouse of research and clinical materials related to the treatment of traumatic brain injury

Moving Ahead Centre for Research Excellence  
(<http://movingahead.psy.unsw.edu.au/index.html>)