



WESTERN KENTUCKY UNIVERSITY

Department of Communication Sciences and Disorders
SLP 513 – Cognitive Communication Disorders
Fall 2023

Course Prefix: SLP

Course Number: 513-700/701

Credit Hours: 3

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Office Hours: 9:00 a.m. to 2:00 p.m. (CST) Monday-Thursday. Appointment only on Friday. Email or text messaging using a specific communication app for the class (app is TBD) are the preferred methods of communication to contact me and/or schedule an appointment. **Office hours for this term are hybrid (in-person and virtual). Students may request a meeting at any time over the course of the semester.*

Class Meeting Day/Time

This class meets on Wednesday evenings, from 5:00-6:30 pm CST. Course content is shared during class meetings and through Blackboard.

Modes of Instruction

Instruction mode will be online for this class; synchronous class meetings will use Zoom on the indicated days on the *course schedule*. Some course content will be delivered asynchronously using Blackboard as needed. Asynchronous course content, when deemed necessary, will include, but not be limited to: pre-recorded lectures, small/cooperative learning group assignments, internet exploration, independent learning activities and assigned readings. Learning checks will be assigned to ensure content was viewed and understood as deemed necessary by the instructor.

The course site for SLP-514 will be using the Ultra Experience within Blackboard. As a result, the course site may look different from what you are accustomed. It is a much simpler layout, and the various components are easy to access. Please review the [Introduction to Blackboard Learn with the Ultra Experience for Students video](#). I will also open the course site several days before the start of the term so that there is plenty of time for you to explore.

Required Texts

Kimbarow, M.L. (2019). *Cognitive Communication Disorders*. (3rd ed.). San Diego, CA: Plural Publishing.

Suggested Text (selected readings from the resources below will be provided by instructor through Blackboard)

Bayles, K., McCullough, K., & Tomoeda, C.K. (2018). *Cognitive-communication disorders of MCI and dementia: Definition, Assessment, and Clinical Management* (3rd ed.). San Diego, CA: Plural Publishing.

Sohlberg, M. M., & Mateer, C. A. (2001). *Cognitive Rehabilitation: An Integrative Neuropsychological Approach* (2nd ed.). New York: Guilford Press.

*Sohlberg, M. M., & Turkstra, L. (2011). *Optimizing cognitive rehabilitation: Effective instructional methods*. New York: Guilford Press.

* *An essential resource for those with special interest in adult neurogenic disorders.*

Required Supplemental Readings and Professional Development Courses

Supplemental Readings (i.e., professional journal articles or other published periodicals) and online professional development courses may be required over the course of the semester (i.e., ASHA Learning Pass). All information and materials needed to access readings or PD courses will be provided by the instructor and posted on Blackboard for the assigned week's content or as an assignment.

Catalogue Course Description

Designed to develop a working knowledge of neural-based cognitive communication disorders, with an emphasis on traumatic brain injury, dementia and other etiologies that cause cognitive-communication disorders. Students will gain knowledge in identification, assessment and therapeutic strategies of neuroanatomical bases and classification of cognitive linguistic disorders.

Learning Objectives

Upon completion of this course, students will be able to demonstrate the following knowledge and skill outcomes from the ASHA 2020 Certification Standards. Methods of instruction for all outcomes will include lecture, course projects, audio/video materials, and required readings from the textbooks and other supplemental materials.

Learning Objectives	ASHA Standard	Method of Assessment
Knowledge Outcomes		
1. Describe etiologies and characteristics of cognitive-communication disorders.	IV-C	Assignments, Quizzes, Exam

2. Describe anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of cognitive-communication disorders in children & adults.	IV-C	Assignments, Quizzes, Exam
3. Demonstrate current knowledge of the principles & methods of assessment and intervention for persons with cognitive-communication disorders.	IV-D	Case-based project, simulation assignments, Exams
4. Demonstrate knowledge of processes used in research & of the integration of research principles into evidence-based clinical practice.	IV-F	Case-based project, Assignments, Quizzes, Exam
Skills Outcomes		
5. Demonstrate the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.	V-A	Assignments, case-based project
6. Select and administer appropriate evaluation procedures, such as behavioral observations, & nonstandardized and standardized tests.	V-B-1	Assignments, simulation assignment
7. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.	V-B-1	simulation assignment, Case-based project
8. Select or develop and use appropriate materials and instrumentation for prevention and intervention.	V-B-2	Case-based project, Simucase assignment
9. Measure and evaluate clients'/patients' performance and progress.	V-B-2	Assignments
10. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.	V-B-3	Assignments
11. Provide counseling regarding cognitive-communication disorders to clients/patients, family, caregivers, and relevant others.	V-B-3	Assignments

Other Recommended Resources

- OWL – Purdue Online Writing Lab (APA formatting and style guide):
<http://owl.english.purdue.edu/owl/section/2/10/>

- ASHA – American Speech Language Hearing Association: <http://asha.org> See Practice Portal.
- *Publication Manual of the American Psychological Association, Seventh Edition*
<https://apastyle.apa.org/products/publication-manual-7th-edition>

Course Expectations

Students enrolled in this course are expected to be active learners and participants.

Evidence of active learning includes:

- For online instruction, participation includes “face-to-face” (video on), virtual communication with peers and the instructor and adherence to videoconferencing etiquette during that designated class meeting time, unless excused by the instructor for qualifying circumstances.
- Regular retrieval of course information from course Blackboard site.
- Responding to instructor’s email and/or announcements when applicable.
- Engagement in and completion of all assignments as scheduled (includes exams and learning checks).
- Completing readings, activities, and other media content that are provided on the Blackboard course site.
- Posting comments, questions and/or engaging in discussion for Blackboard Discussions assignments regarding course content.

Course Policies

Attendance and Participation

All students are expected to attend all scheduled class meetings as indicated. Students are responsible for learning material that is covered in class or obtaining notes/information from peers following any absence. Students are to follow rules and guidelines for excused absences set forth by the department and the university. Students must contact the instructor as soon as possible if they anticipate being absent for any reason, being late for any reason, or leaving class early for any reason. Attendance is taken each class meeting for attendance points; this includes being in class on time and being present for the entire duration of class. Points are awarded each week for participation. In the event of an asynchronous class meeting, students can still earn participation points through completion of exit slips.

Communication

Your WKU email address is the ONLY one to which class correspondence will be sent. You are responsible for checking your email and the Blackboard course site regularly.

Course Modification Clause

The instructor reserves the right to modify the syllabus, course schedule and assignments as needed. This is so that course requirements can be fulfilled, student and instructor needs can be met, and student learning potential can be enhanced. Any changes will be communicated to the students via an announcement through Blackboard or during class times as soon as possible.

Dropping the Course

Please see university guidelines for dropping a course.

Audio/Video Recording

Any student recording any portion of class, either audio or video, is prohibited without instructor permission prior to lecture. There should be no reason for a student to routinely record class lectures. In the event class is virtual via Zoom, recording live class meetings may be recorded at the discretion of the instructor, but never by a student.

Assignment Format and Quality

Assignments submitted should be submitted using proper format and quality. All assignments must follow APA format when required.

Format. All papers must use Microsoft Word or a PDF, unless indicated otherwise. Do not submit a Pages document (this format is not viewable). All assignments should be typed using a 12 point, Times New Roman font, with one-inch margins. All graded assignments that are uploaded as a file into Blackboard, must include your name, course number, term, and title of the assignment (all lowercase letters, no spaces, no symbols). Students should save files as indicated in each project description. Example of file name:
ahatcherSLP513fall2021listeningessay.

Uploading Expectations. Assignments must be uploaded by the due date indicated on Blackboard through the appropriate submission tab. Do not email assignments if you have difficulty uploading to Blackboard. The instructor must have a permanent record of all assignments. Contact WKU IT first if you have difficulty uploading a document- your contact with IT is documented. You may be asked by the instructor if you contacted WKU IT upon asking for assistance from the instructor.

APA style. Please follow APA guidelines for written papers, if applicable to the assignment. Do not include title pages with written assignments/papers (although this is APA for manuscripts, it is not required for this course). The main concern for this course is using APA format for reference citations either within paragraph or at the end of a paper for a reference page. See the above resources and websites that provide helpful information concerning APA style and citations.

Quality. Assignments submitted should be completed in full and contain proper mechanics in writing (e.g., spelling, grammar, sentence structure, and punctuation). Inadequate demonstration of these mechanics will result in point deduction.

Due Dates of Assignments and Late Work

Assignments of any kind must be completed on the date listed within the syllabus and/or the due date posted on Blackboard, unless otherwise notified by the instructor (such as an unexpected extension). If due dates do not match for some reason, it may be a mistake so please reach out to the instructor if due dates are unclear. Students receive a course schedule well in advance with assignment due dates; this is typically the master schedule. All assignments will be due by 11:59 PM Central Standard Time on the due date indicated on the “course schedule.”

Late assignments will not be accepted after three calendar days unless arrangements were made before the assignment was due. Late work will have score deductions (10% per day). Any extenuating circumstances should be discussed with the professor, most preferably, ahead of time. Student emergencies or extenuating circumstances will be addressed on an individual basis and must be communicated as soon as possible.

Grading Scale

Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. The grading scale is as follows:

A 93-100%
B 85-92%
C 77-84%
D 69-76%
F 68% and below

Evaluation of Student Achievement

Evaluation of student achievement is in the form of the following course requirements. Details of assignments and how students will be graded will be included in greater detail on the “course schedule.” There are 380 possible points for this course. Points for this course will be awarded for:

- **Attendance and Participation** (50 points total): Students are expected to attend and participate in class each week, as well as access other resources posted on Blackboard. **In the event of online classes, students will be held to specific videoconferencing etiquette (video on and audio on when speaking, well-lit environment, etc.) during synchronous class times; this will be reviewed at the initial class meeting.*
- **Learning Checks** (100 points total): Students will complete four learning checks (quizzes) over the course of the term at 25 points each. Periodic learning checks help to avoid larger, more comprehensive exams.
- **Discussion Board Assignments** (40 points total): Students will complete four thoughtful, fun, and/or functional writing assignments related to various course topics over the course of the semester using the Discussion board feature on Blackboard.
- **LAB Activities** (140 points): Students will complete 4 hands-on, practical activities that focus on clinically related care of persons with cognitive-communication disorders. Each LAB activities vary in point value, ranging from 20 to 50 points. More details will be provided on the “course schedule” (see addendum) and on Blackboard.
- **MoCA Training: Online Student Training** (50 points): Students will complete an online training and student certification for the Montreal Cognitive Assessment (MoCA) by midterm. Additional information will be provided on Blackboard (Bb).

ASSIGNMENTS AND A WEEKLY CLASS SCHEDULE WILL BE AVAILABLE THE FIRST WEEK AS AN ADDENDUM TO THE SYLLABUS.

Technology Management

This course will use Blackboard regularly. Blackboard works best with Firefox or Google Chrome. This course will also occasionally use Zoom software.

Management of student technology. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to peers or the professor); (c) Internet service providers’ equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student’s computer stops working properly or becomes totally inoperative, the student must secure another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue must be successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

IT Help Desk. Please familiarize yourself with the business hours of WKU's IT help desk as well as the website and alternative means of communication with the IT department. The IT Help Desk can be reached at 270-745-7000.

Zoom. Zoom is a video communications tool, with an easy, reliable cloud platform for video conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones, and room systems. This course will use Zoom for all live videoconferencing (AKA synchronous) classes. Students may also be asked to utilize Zoom to record videos to send to the instructor for assignments. For safety and security, a Zoom link for classes should be accessed by the student in the Blackboard **Course Site** —> **Tools** —> **Zoom Meeting**, then click the “Join” box at the appointed day and time for class. Please visit this website to familiarize yourself with Zoom, since we will be utilizing this platform this semester: <https://www.wku.edu/its/zoom/>

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for many courses. For more information or to make an appointment, visit www.wku.edu/tlc.

ASHA and CAA Statements

CAA Accreditation Statement

The Master of Science education program in speech-language pathology at Western Kentucky University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

CAA Policy and Grievance Statement

Students should feel free to express any concerns about course content or delivery with Dr. Hatcher. If concern persists, please contact the Department Chair, then the Dean, then the Provost. If concern still persists after availing yourself through all previously listed university personnel, please contact the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, especially if the problem is related to a standard of accreditation.

The WKU Speech-Language Pathology program is accredited by the CAA in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

Western Kentucky University Policies and Statements

Academic Integrity and Student Code of Conduct

This course will adhere to the WKU Academic Integrity and Student Code of Conduct. Please visit these websites for more information about academic dishonesty and the WKU Student Code

of Conduct. The Code of Conduct contains new policies, requirements, and procedures that will be enforced during the academic year. The links for this information is as follows:

<https://www.wku.edu/handbook/academic-dishonesty.php>

<https://www.wku.edu/studentconduct/student-code-of-conduct.php>

Plagiarism

From the WKU Faculty Handbook, 28th edition, p. 64: “To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.”

Disposition of Offenses. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Vice President for Student Affairs for disciplinary sanctions.

Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure as outlined at: <http://www.wku.edu/handbook/academic-complaint.php>.

Title IX/Discrimination and Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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.

Use of Artificial Intelligence (AI)

In general, the work that students are to submit in this class will be their own and they are not authorized to use artificial intelligence (AI) tools such as ChapGPT, etc.. However, there will be specific assignments or activities in which we will utilize AI tools to enhance learning. In these instances, students will be provided with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

If students are unsure if they are using AI tools appropriately in this course, they are encouraged to contact or make an appointment with the professor. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>.

ADA Accommodation Statement

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 . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

University Grievance Policy

The University's grievance (complaint) policy is specified at the following URL:
https://www.wku.edu/sarc/student_grievance.php

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Regular and Substantive Interaction (RSI) Statement

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly announcements and shared weekly content on Blackboard
- Regular synchronous videoconference meetings with faculty and students
- Faculty participation in discussion board posts
- Timely and detailed feedback on certain assignments provided within 1-2 weeks of submission

Additional information regarding WKU syllabus information is here:
<https://www.wku.edu/syllabusinfo/>

"Our potential is one thing. What we do with it is quite another."
Angela Duckworth, in *Grit: The Power of Passion and Perseverance*