University of North Carolina at Greensboro  
Department of Communication Sciences and Disorders

Course Syllabus  
CSD 606: Cognitive Linguistic Disorders in Adults  
Fall 2014  
Wednesday 12:30-3:20  
325 Ferguson

Instructor: Kristine Lundgren, Sc.D.  
Office: 320 Ferguson  
Email: k_lundgr@uncg.edu  
Office Hours: By appointment

Catalog Description: Assessment, diagnosis, and treatment of communication disorders resulting from stroke, dementia, and traumatic brain injury

Student Learning Outcomes: Upon completion of the course the student will be able to:
   a. Describe preventative measures related to communication disorders in adults;
   b. Describe appropriate assessment procedures for evaluation of aphasia, dementia, traumatic brain injury, and right hemisphere brain damage in adults;
   c. Demonstrate appropriate intervention techniques for communication disorders in adults;
   d. Integrate cultural and psychosocial information into appropriate assessment and treatment strategies.

All SLOs are designed to meet KASA Standards III-B, III-C and III-D for ASHA certification

Teaching Strategies: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, group projects, and student guided problem solving.

Cooperative Learning Groups: In this class, students will participate in a cooperative learning group consisting of no more than six students. Members of each group will work together to complete the class projects (see description below).

Evaluation Methods: All specific grading guidelines and other course documents will be posted on Blackboard and discussed the first day of class.

   a. Exams (200 points): Two exams will be given, each contributing 100 points to your final grade. The exam will consist of multiple choice, true/false question, and short answer essays. Exams will be comprehensive.

   b. Quizzes (50 points): Two quizzes will be given, each contributing 25 points to your final grade. The quizzes will be multiple choice and true/false.

   c. Chapter questions (50 points if you complete ALL chapter questions): Each cooperative learning group will contribute to a list of content related questions for the final examination. Each group will develop 5 questions for each chapter assigned, complete with the multiple-choice responses (correct response **bolded**. See example below). These questions must be emailed to Dr. Lundgren by 10am on the day before our class meets (Tuesday) and we will review the questions during class. Note: you will have 25 chapter questions due on August 26.
Please put the group number, chapter, and “?” in the subject heading. Example:

**Group 1: Chapter 2**

Kristine Lundgren (uncg.edu)

**d. Communication Awareness Project (100 points for group presentation/50 points for group reviews):** Each cooperative learning group will develop a plan for a community-based awareness program that focuses on teaching the community about stroke, traumatic brain injury or dementia. The plan can take any form (e.g. web page, brochure, wiki). The plan will be presented in video format and posted on BB for peers to view (by 10am on November 18). The presentation should be accompanied by a written summary (2-3 pages in length) to be posted on BB by 10am November 18. On November 19, during class time, groups will get together, review the video presentations, and complete the peer review rubric. The completed rubrics should be emailed to Dr. Lundgren by November 25 at 10am. (All SLOs)

e. **Module assignments (200 points):** There is an assignment for each one of the 4 modules (50 points each). Each cooperative learning group should work together to complete the assignments (All SLOs). Please refer to posted Module Rubrics.

f. **Class Participation:** It is expected that all students will actively participate in projects and classroom discussions. (all SLOs).
Required Text:

*ADDITIONAL READINGS WILL BE ASSIGNED AND POSTED ON BLACKBOARD. PLEASE CHECK BLACKBOARD EACH WEEK FOR UPDATES

Recommended Texts:

Learning Differences and/or Disabilities
For students with documented physical or learning differences and/or disabilities, appropriate arrangements will be made for completion of all class and assessment experiences. However, documentation of these differences and/or disabilities must be made available to the instructor prior to the first assessment experience.

Attendance Policy:
Students are expected to attend all classes. Each unexcused absences will result in lowering of the class participation grade by 5 points.

Grade Disagreements:
If a student disagrees with any assigned grade, she/he must discuss it with the instructor within 24 hours of receiving the grade.

Please turn off your cell phones during class. Use break time to check your email, text messages, etc.

Academic Integrity Policy:
All students are expected to adhere to the Academic Integrity Policy as published in the UNCG Student Handbook. Failure to do so will result in lowering of the course grade or expulsion from the class. The policy is available at: http://academicintegrity.uncg.edu

Grading Scale: Final grades will be based on the percentage of points that a student earns relative to the total number of points possible. The grading scale for assigning letter grades is:

A    94-100%
A-   90-93%
B+   87-89%
B    84-86%
B-   80-83%
C+   77-79%
C    74-76%
C-   70-73%
F    below 70
<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Topic</th>
<th>Learning Objectives</th>
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| August 20    | Chapter 1  
Chapter 2  
Chapter 3 | • Healthy aging  
• Neurology review  
• Neural basis of language disorders | **Module 1:**  
1. Define Healthy aging  
2. Provide a comprehensive definition of cognitive-linguistic disorders in adults  
3. Refresh your knowledge of the neuroanatomy of language and cognition.  
4. Identify several variables that may influence assessment, treatment and outcome.  
5. List the benefits of a scientific approach to treatment |
| August 27    | Chapter 4  
Chapter 5 | • Overview of cognitive-linguistic disorders  
• Principles of assessment and treatment  
• Evidence-Based Practice | **MODULE 1** |
| September 3  | BRING YOUR LAPTOPS TO CLASS FOR QUIZ (12:30-1:15) | Quiz 1  
Lecture: Introduction to Stroke | **Module 2:**  
1. Define aphasia  
2. List the various types of aphasia discussed in class and their unique characteristics  
3. List 3 standardized assessment tools for aphasia  
4. List 2 supplementary |
| September 3  | Chapter 6  
Chapter 9 | Aphasia | |
| September 10 | Chapter 18  
Chapter 21  
Chapter 23  
Chapter 24  
Chapter 25 | Aphasia | |
| September 17 | Chapter 15 | Aphasia | |

CSD 606: ACQUIRED COGNITIVE-LINGUISTIC DISORDERS IN ADULTS  
FALL 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Treatment principles</th>
<th>Assessment tools for aphasia</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Chapter 34</td>
<td>Chapter 22</td>
<td>Right Hemisphere Disorder</td>
<td>5. Describe 3 evidence-based approaches for the treatment of language output difficulties in aphasia</td>
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<tr>
<td>October 1</td>
<td>BRING YOUR LAPTOPS TO CLASS FOR THE EXAM (12:30-2:00)</td>
<td>MID-TERM EXAM (8/24-9/28) Introduction to the TBI</td>
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<td>6. Describe the communication deficits associated with RHD</td>
</tr>
<tr>
<td>October 8,</td>
<td>Chapter 33</td>
<td>Chapter 26</td>
<td>Traumatic Brain Injury</td>
<td>7. List 3 standardized test to assess individuals with RHD</td>
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<td>October 15</td>
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<td></td>
<td>Traumatic Brain Injury</td>
<td>8. Describe 2 evidence-based interventions</td>
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<tr>
<td>October 22</td>
<td></td>
<td></td>
<td>Traumatic Brain Injury</td>
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<tr>
<td>October 29</td>
<td>BRING YOUR LAPTOPS TO</td>
<td>QUIZ 2 Lecture: Intro to the</td>
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**Module 3:**

1. Define TBI
2. List the 3 severity types and how they are distinguished
3. List 3 standardized assessment tools for TBI
4. Describe 2 Evidence-based interventions
<table>
<thead>
<tr>
<th>Date</th>
<th>Class/Activities</th>
<th>Content</th>
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<tbody>
<tr>
<td>November 5</td>
<td>Class for Quiz (12-1) Chapter 7 Chapter 8</td>
<td>Dementias</td>
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<tr>
<td>November 12</td>
<td>Chapter 35 Chapter 20</td>
<td>Dementia</td>
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<td>November 19</td>
<td>Community Awareness Project PRESENTATIONS</td>
<td>Module 4:</td>
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<tr>
<td></td>
<td></td>
<td>1. Define dementia</td>
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<td>2. List the various types of dementias discussed and class and how they are differentiated</td>
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<td>3. Discuss 3 types of standardized assessment tools for dementia</td>
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<td>4. Describe 2 evidence-based intervention techniques</td>
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<td>November 26</td>
<td>No Class</td>
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<td>December 3</td>
<td>Bring Your Laptops to Class for the Final Exam</td>
<td>FINAL EXAM</td>
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<td>(includes information from entire semester)</td>
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**Module 4**