

SLPA 862
Title: Cognition and Language in Adults
Fall 2022

Class: SLPA 862
Meeting: MWF 1:00-1:50 p.m. – In Person (Live)
Credit: 3 hours
Room: BKC – Room # 321
Instructors & Contact Details: Dr. Kristy Weissling: BKC 253K; 402-472-1699; kristy.weissling@unl.edu
Dr. Judy Harvey: BKC 253G; 402-472-6792; judy.harvey@unl.edu
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Lisa Lenz: BKC 253B; 812-345-2963; lisa.lenz@unl.edu

Office Hours: By appointment; contact instructors individually to schedule.

Course Description: Typical and impaired cognition and language in adults. Assessment and evidence-based management. Typical aging, aphasia, traumatic brain injury, dementia, right hemisphere disorders, and developmental disabilities.

Prerequisites: Admission to Graduate Program in Speech-Language Pathology.

Teaching /learning methods: This course will employ a lecture format, in-class guided observations, case-based instruction, and use of course management tools (discussion boards, peer review).

Technology needed: Email account, internet access and browser, access to Canvas, access to a word processing program (WORD or rich text), access to Zoom.

Course objectives: The objectives for this course are derived from the ASHA certification and CAA standards in this area of study.

Objective 1 based on ASHA Standard IV-B and CAA Standard 3.1.B:

The student will demonstrate knowledge of basic human communication in the area of adult language and cognitive disorders including the appropriate biological, neurological, psychological, developmental, and linguistic and cultural bases of these disorders.

Objective 2 based on ASHA Standard IV-B and Standard CAA 3.1.B:

The student will demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.

Objective 3 based on ASHA Standard IV-C and CAA standard 3.1B:

The student will demonstrate knowledge of communication differences within adult cognitive and language disorders including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities

Objective 4 based on ASHA Standard IV-D and CAA standard 3.1B:

The student will demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for persons with adult cognitive and language disorders affecting communication including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Objective 5 based on ASHA Standard V-A and CAA standard 3.1B:

The student will have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice for the area of adult cognitive and language disorders.

Rationale for the course: This course is a required course in the speech-language pathology graduate degree to ensure all students have knowledge across adult disorders. This knowledge is necessary to acquire skills in the management (i.e., assessment, treatment, counseling) of persons in the care of a speech-language pathologist.

Required text:

Brookshire, Robert H., and McNeil, Malcolm R. (2015). *Introduction to Neurogenic Communication Disorders*. Elsevier Health Sciences.

Additional required readings are listed in the course outline.

Recommended texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Course grading by assignment:

Assignment	Description	Percent of total grade
Midterm exam	Midterm exam over material covered to date.	20%
Case studies for five disorders (6% each)	There will be 5 case studies spread out over the course of the semester by topic (aphasia, RHD, dementia, TBI, and developmental/intellectual disability).	30%
Family-friendly oral presentation	Individual presentations given to the live class, in a manner that is evidence-based and appropriate for family education. Several topics will be available, and students may choose additional topics with approval from an instructor. Students will sign up for their topic in a class Google doc. A maximum of 3 students may present (individually) on the same topic.	15%
Quizzes (6)	Quizzes will cover both readings and lecture material. Quizzes will be available for 24 hours.	10%
Final exam	Cumulative exam	25%

The course will be weighted as described above. Final grades will be calculated based on the following:

A	92.50-100%
A-	90.00-92.49%
B+	87.50-89.99%
B	82.50-87.49%
B-	80.00-82.49%
C+	77.50-79.99%
C	72.50-77.49%
C-	70.00-72.49%
D+	67.50-69.99%
D	62.50-67.49%
D-	60.00-62.49%
F	< 60.00%

Students must meet the department requirements for grades as outlined in the department handbook and the Office of Graduate Studies. Office hours can be used to discuss and clarify concerns regarding grades or evaluations.

This class cannot be taken as “pass/no pass.”

Competency assignment for professional organization (ASHA):

To be assigned professional competencies for this course the student must meet the following level of proficiency. If this level of proficiency is not met, a remediation plan for the competencies will be developed by the student and the instructor.

Assignment	Standard	Requirement for passing standard	Remediation
Midterm exam	ASHA standard IV B and IVC	Passed 70% or higher	At instructor discretion. Some options a) re-write questions b) take oral exam c) engage in project
Final Exam	ASHA Standard IV D	Passed 70% or Higher	At instructor discretion. Some options a) re-write questions b) take oral exam c) engage in project
Case Studies (aphasia, RHD, TBI, dementia, developmental/intellectual disability)*	ASHA standard -VA	Passed at 70% or higher	At instructor discretion. Some options include a) re-write entire case study b) re-write sections of the paper
Family friendly oral presentation that incorporates evidence-based rationale*	ASHA standard -VA	Passed at 80% or higher.	At instructor discretion. Some options include
Quizzes (6)	ASHA standard IV B	Total of all quiz grades 80% or higher	At instructor discretion. Some options a) re-write questions b) take oral exam c) engage in project

*Must pass both projects to earn standard VA

Class Questions:

Depending on the topic, reach out to the corresponding professor if you have content related questions or questions about associated assignments.

Topic	If you have questions, reach out to...	Email
General class questions	Dr. Weissling	kristy.weissling@unl.edu
Neuroimaging	Dr. Wang	yingying.wang@unl.edu
Normal aging	Lisa Lenz	lisa.lenz@unl.edu
Aphasia & Dementia	Dr. Weissling	kristy.weissling@unl.edu
Traumatic Brain Injury & Right Hemisphere	Dr. Harvey	judy.harvey@unl.edu
Intellectual Disability	Alicia Davis	alicia.davis@unl.edu

Course Outline:

Week	Topic	Readings	Assignment
Week 1	<ul style="list-style-type: none"> 08/22, Class 1 – Course Introduction & Cultural Awareness 08/24, Class 2 – Introduction to neuroimaging (YW) 08/26, Class 3 – Neuroimaging, continued (YW) 	<ul style="list-style-type: none"> Brookshire Chapter 1 (Neuroanatomy of the NS) Brookshire Chapter 2 (Neurologic assessment) 	Syllabus Quiz 08/27 Pre-Fall Survey 08/28
Week 2	<ul style="list-style-type: none"> 08/29, Class 4 – Cognitive architecture and assessment framework (JH) 08/31, Class 5 – Typical Aging (LL) 09/02, Class 6 – Typical Aging (LL) 	<ul style="list-style-type: none"> Gabel, R.M., Searl, J., & Fulks, J.S. (2003). Communication disorders students' attitudes toward aging and the elderly. <i>Contemporary Issues in Communication Science and Disorders</i>, 30, 32-40. 	Quiz 1 due 08/31

Week 3	<ul style="list-style-type: none"> • 09/05, NO CLASS – Labor Day • 09/07 Class 7 – Typical Aging (LL) • 09/09, Class 8 – Typical Aging (LL) 	<ul style="list-style-type: none"> • James, B.D., Wilson, R.S., Barnes, L.L., & Bennett, D.A. (2011). Late-life social activity and cognitive decline in old age. <i>Journal of the International Neuropsychological Society</i>, 17(6), 998-1005. 	Quiz 2 due 09/09
Week 4	<ul style="list-style-type: none"> • 09/11, Class 9 – Aphasia assessment, in-class activity WAB (KW) • 09/14, Class 10 – Aphasia intervention, in-class video observation (KW) • 09/16, Class 11 - Aphasia assessment; video observations in class (KW) 	<ul style="list-style-type: none"> • Brookshire Chapter 3 (Assessing adults who have neurogenic cognitive-communicative disorders) • Brookshire Chapter 5 (Assessing Language) 	Case study 1 Peer Review due 09/16 (aphasia)
Week 5	<ul style="list-style-type: none"> • 09/19, Class 12 Aphasia assessment (KW) • 09/21, Class 13– Aphasia treatment; video observations in class (KW) • 09/23, Class 14 – Aphasia treatment (KW) 	<ul style="list-style-type: none"> • Brookshire Chapter 6 (Assessing functional communication and quality of life) • Brookshire Chapter 8 (Neuropathologic and neuroanatomic explanations of aphasia and related disorders) 	Case study 1 due 09/23 (aphasia)
Week 6	<ul style="list-style-type: none"> • 09/26, Class 15 - Aphasia treatment (KW) • 09/28, Class 16 – Aphasia wrap-up (KW) • 09/30, Class 17 – Aphasia wrap-up (KW) 	<ul style="list-style-type: none"> • Brookshire Chapter 9 (Treatment of aphasia and related disorders) 	Quiz 3 due 09/28
Week 7	<ul style="list-style-type: none"> • 10/03, Class 18 – Introduction to TBI (JH) 	<ul style="list-style-type: none"> • Brookshire Chapter 11 (Traumatic Brain injury) 	Case study 2 Peer Review due 10/7 (TBI)

	<ul style="list-style-type: none"> • 10/05, Class 19 – TBI assessment; Rancho Los Amigos video (JH) • 10/07, Class 20 – TBI assessment; low-level assessment (JH) 	<ul style="list-style-type: none"> • Brookshire Chapter 4 (Assessing Cognition) 	
Week 8	<ul style="list-style-type: none"> • 10/10, Class 21 - TBI assessment; moderate and high-level (JH) • 10/12, Class 22 – TBI treatment; JFK recovery scale (JH) • 10/14, Class 23 – TBI treatment (JH); writing goals & tx plans for acute, outpatient 	<ul style="list-style-type: none"> • Brookshire Chapter 7 (The context for treatment of cognitive communicative disorders) 	<p>Case study 2 due 10/14 (TBI)</p> <p>Quiz 4 due 10/14</p> <p>NSLHA Convention 10/14 **Live Class will still occur</p>
Week 9	<ul style="list-style-type: none"> • 10/17, NO CLASS – Fall Semester Break • 10/19, Class 24– TBI treatment; living with brain injury (JH) • 10/21, Class 25 – Documentation; SOAP notes, plans of care, discharge summaries (KW/JH) 		
Week 10	<ul style="list-style-type: none"> • 10/24, Class 26 – Midterm (in-class) • 10/26, Class 27 – Intro. Intellectual/developmental disabilities (AD) • 10/28, Class 28 – Intellectual/developmental disabilities (AD) 	<ul style="list-style-type: none"> • Brady, N., Fleming, K., Thiemann-Bourque, K., Olswang, L., Dowden, P., Sauders, M., & Marquis, J. (2012). Development of the Communication Complexity Scale. <i>American Journal of Speech-Language Pathology</i>, 21, 16-28. 	<p>Midterm exam, Monday – 10/24</p> <p>Due 10/28- Topic for presentation due; see module on presentations and link to Google doc for suggested topics.</p>

<p>Week 11</p>	<ul style="list-style-type: none"> • 10/31, Class 29 – Intellectual/developmental disabilities (AD) • 11/02, Class 30 - Introduction to RHD (JH) • 11/04, Class 31 - RHD assessment (JH) 	<ul style="list-style-type: none"> • Kover, S., McDuffie, A., Abbeduto, L., & Brown, W.T. (2012). Effects of sampling context on spontaneous expressive language in males with Fragile X Syndrome or Down Syndrome. <i>Journal of Speech, Language, and Hearing Research, 55</i>, 1022-1038 • Brookshire Chapter 10 Right Hemisphere Disorders 	<p>Quiz 5 due 10/31</p> <p>Due 10/31 - Case study 3 due (ID)</p>
<p>Week 12</p>	<ul style="list-style-type: none"> • 11/07, Class 32 – RHD assessment (JH) • 11/09, Class 33 – RHD Treatment (JH) • 11/11, Class 34 – RHD Treatment (JH) 		<p>Due 11/11 – Case study 4 (RHD)</p>
<p>Week 13</p>	<ul style="list-style-type: none"> • 11/14, Class 35 – RHD Treatment (JH) • 11/16, Class 36 – Introduction to Dementia (KW) • 11/18, Class 37 – Dementia assessment (KW); MCI 	<ul style="list-style-type: none"> • Brookshire Chapter 12 Dementia • Bayles, K., McCullough, K., Tomoeda, C.(2020). Assessment. Cognitive-Communication disorders of MCI and dementia. Chapter I assessment. Plural: San Diego 	
<p>Week 14</p>	<ul style="list-style-type: none"> • 11/21, Class 38 – Dementia assessment (KW) • 11/23, NO CLASS- Thanksgiving Break – • 11/25, NO CLASS – Thanksgiving Break - 		<p>Case study 5 Peer Review due 11/23 (Dementia)</p>

Week 15	<ul style="list-style-type: none"> • 11/28, Class 39 – Dementia Treatment (KW) • 11/30, Class 40 – Dementia Treatment (KW) • 12/02, Class 41 - Dementia Treatment (KW) 	<ul style="list-style-type: none"> • Bayles, McCullough, Tomoeda (2020). Assessment. Cognitive-Communication disorders of MCI and dementia. Chapters II, III, IV 	Due 12/02 - Case study 5 (Dementia)
Week 16	<ul style="list-style-type: none"> • 12/05, Class 42 – Student Presentations • 12/07, Class 43 – Student Presentations • 12/09, Class 44 – Student Presentations 		Quiz 6 due 12/05 Presentations by students. Be ready to post by 12/04.
Week 17	<ul style="list-style-type: none"> • 12/14 - Final Exam in person 		1:00 to 3:00 p.m.: Wednesday, Dec. 14

Professionalism and Civility:

You are expected to exhibit professional behavior that demonstrates respect for the learning environment. This includes being on time for class, maintaining attention/alertness during class, and refraining from use of technology except as it relates to instructor-directed in-class activities pertinent to the class in session. Cell phones must be silenced and put away while in the classroom. Net surfing, reading emails, working on assignments for other classes, etc. are not permitted during class time as a courtesy to your fellow students and instructor. It is each student's responsibility to monitor your own behavior and wakefulness. If you find yourself feeling sleepy, it is fine to remove yourself from the classroom, take a few minutes to refresh, and then return to the classroom, though you will be responsible for any missed information.

The nature of the course material may include graphic images and information about medical conditions and surgical procedures. Additionally, course content may touch on a variety of controversial topics including matters of race, gender, culture, religion, morality, sexuality, and violence. If you anticipate discomfort during such content, you should sit near an exit so that, if necessary, you may step out of the room for a few minutes. As with any other self-initiated break, you will be responsible for any missed information. Furthermore, you have a right to believe whatever you believe about such matters and to express your views (when relevant to the course and in accordance with the principles of professionalism and civility previously described) even when others in the class may disagree or be offended by your views. You also have the right to express disagreement with the views of others, including the instructor, and to decide whether or not to modify your views. Your grade in the class will be based on understanding and reasoning, not on your opinion, though you should be aware that the ASHA Code of Conduct delineates certain professional behaviors that are mandated regardless of one's personal beliefs.

Late work policy:

Your work is expected to adhere to professional standards in terms of spelling, grammar, use of first-person language consistent with IDEA standards, appropriate APA-formatted citations of work derived from another source, and timeliness. **The grade for any assignment submitted late will be reduced by 5% of its available points for each day overdue, unless the student makes other arrangements with the instructor at least 2 days prior to the assignment due date.**

Academic Freedom

Over the course of this semester we may address a variety of controversial topics, including matters of race, gender, culture, religion, morality, sexuality, and violence. You have a right to believe whatever you believe about such matters and are encouraged to express your views on all matters relevant to the course, even if others in the class may be offended or upset by those views. You also have a right to express your disagreement with whatever views I or others in the class express. Finally, you have a right to decide whether or not to modify your views. Your grade in the class will be based on your understanding and reasoning, not on your opinions.

Please see the following Link for the University of Nebraska- Lincoln Course Policies and Resources
<https://executivevc.unl.edu/academic-excellence/teaching-resources/course-policies>

Attendance Policy

Academic Honesty Policy

Services for Students with Disabilities

Mental Health and Well-Being Resources

Final Exam Schedule (15th Week Policy)

Emergency Procedures (on Campus)

Diversity & Inclusiveness

Title IX Policy

Continuity of Instruction

If face-to-face classes are officially suspended due to a pandemic or other catastrophe, we will strive to continue instruction for those who can participate. If face-to-face classes are suspended, you will receive an email from faculty through the Canvas course (e.g., @huskers.unl.edu) that details how we will communicate and what you can expect during the time that classes are suspended.

Students should check Canvas and the following Link for more information and course updates

<https://executivevc.unl.edu/academic-excellence/teaching-resources/instructional-continuity-guidance>

COVID-19

Please see the following website for all information regarding COVID-19 and UNL policies

<https://covid19.unl.edu/>

Updated Face Covering Policy: <https://covid19.unl.edu/face-covering-policy>

Additionally, you can use the World Health Organizations website for the most accurate and up to date information regarding COVID-19

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

Caveat

Occasionally, it may be necessary to revise the syllabus to meet students' or university needs. The instructors reserve the right to revise this syllabus if the need arises. Advance notification will be provided to you.