

Hearing and Speech Department

SPLH 850 - LANGUAGE IMPAIRMENTS IN CLOSED HEAD INJURY AND DEMENTIA
Summer Semester, 2007
(2 credits)

Time: 1:15 pm - 2:55 pm, Monday and Wednesday

Dates: 6-6-07 - 7-25-07

Place: Rm. 3005, H.C. Miller Bldg.

Instructor: Susan T. Jackson, Ph.D., Room 3021, H.C. Miller Bldg.
(913) 588-5937

Office Hours: Dr. Jackson will be available by appointment on Monday, Wednesday, Friday at mutually convenient times.

Course Description: Communication impairments associated with closed head injury and dementia are discussed. Descriptions of the impairments, their underlying neuroanatomy/neurophysiology, assessment, and management approaches including intervention strategies and rehabilitation are also considered.

Course Objectives: To provide a basic understanding of anatomy and physiology of the central nervous system as it relates to closed head injury and dementia, knowledge of communicative impairments associated with diffuse neurological damage, and to familiarize students with assessment tools for appraisal of such communication disorders, therapeutic approaches, and treatment efficacy and goals.

Performance Expectations and Grading Criteria:

1. One exam - July 25. There will be no make-up exam unless I have an acceptable reason from you for missing the exam. For any reason other than illness, you must contact me one week before the exam is scheduled. For illness, you may contact me as late as the morning of the day the exam is given.
2. Six assignments (due June 13, June 20, June 27, July 9, July 16, July 23)

Each assignment will be worth 10% of your grade. The final exam will be worth 40% of your grade. Your final percentage score will be converted to a grade using the following scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = <60

Course Readings

Bayles, K.A., & Tomoeda, C. (1995). The ABC's of dementia (2nd edition). Tucson, Arizona: Canyonlands Publishing, Inc.

Hartley, L.L. (1995). Cognitive-communicative abilities following brain injury: A functional approach. San Diego, CA: Singular Publishing Group, Inc,

-additional handouts and readings as assigned

- June 6 Changes in Language in Normally Aging Adults
Introduction to Dementia
-Bayles & Tomoeda, chapter 1
-Hutchinson & Marquardt, 1997 (p. 46-49)
<http://proquest.umi.com/pqdweb?index=9&did=21046256&SrchMode=3&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1117742028&clientId=25203&aid=1>
-Roles of Speech-Language Pathologists in the Identification, Diagnosis, and Treatment of Individuals with Cognitive-Communication Disorders: Position Statement (2005).
www.asha.org/NR/rdonlyres/5EB307A9-6B6A-42A2-BE76-OCB9B4AAF769/0/v3PScognitivecommunicationdisorders.pdf
-Ripich, D., & Horner, J. (2004, April 27). The neurodegenerative dementias: Diagnoses and interventions. The ASHA Leader, pp. 4-5, 14.
<http://www.asha.org/about/publications/leader-online/archives/2004/040427/f040427a.htm>
- June 11 The Dementias: An Overview and neuropathology
-Bayles & Tomoeda, chapter 1
-Knowledge and Skills Needed by Speech-Language Pathologists Providing Services to Individuals with Cognitive-Communication Disorders (2005).
www.asha.org/NR/rdonlyres/548B32FB-3917-48D0-BD46-42D26F9A0D6A/0/v3KScognitivecommunicationdisorders.pdf
- June 13 Dementia: Its effects on language and cognition
-Bayles & Tomoeda, chapter 2
-Azuma, T., & Bayles, K.A. (1997). Memory impairments underlying language difficulties in dementia. Topics in Language Disorders, 18, 58-71.
<http://proquest.umi.com/pqdweb?index=9&did=21046256&SrchMode=3&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1117740867&clientId=25203&aid=2>
- June 18 Language/Cognitive Assessment in Dementia
-Bayles & Tomoeda, chapter 3

- June 20 Differential Diagnosis
Treatment of Dementia
 -Bayles & Tomoeda, chapter 4
 -Bayles, K.A. et al. (1989). Differentiating Alzheimer's patients from the normal elderly and stroke patients with dementia. JSHD, 54, 74-87.
- June 25 Treatment of Dementia
 -Bayles & Tomoeda, chapters 5 and 6
 -Bourgeois, M. (1991). Communication treatment for adults with dementia. JSHR, 34, 831-844.
- June 27 TBI: Overview and Neuropathology
 -Hartley, chapter 1
- July 2 TBI: Cognitive/Communicative Deficits
 -Hartley, chapter 2
 -Ylvisaker, 1992
- July 9 TBI: Assessment of Communicative Deficits
 -Hartley, chapter 3
 -Hutchinson & Marquardt, 1997 (p. 49-50)
- July 11 TBI: Assessment of Cognitive/Communicative Disorders
 -Hartley, chapter 3
 -Turkstra, L., et al. (2005). Practice Guidelines for Standardized Assessment for Persons with Traumatic Brain Injury. Medical Journal of Speech-Language Pathology, 13, pp. ix-xxxvii.
http://galenet.galegroup.com/servlet/HWRC/hits?index1=RN&tcit=0_1_0_0_0&rlt=2&origSearch=true&t=RK&s=11&r=d&items=0&secondary=false&n=10&l=d&sgPhrase=true&c=1&bucket=per&text1=A133706263&docNum=A133706263&locID=ksstate_kumc
- July 16 TBI: Tx of Cognitive/Communicative Disorders
 -Hartley, chapter 4
 -Hutchinson & Marquardt, 1997 (p. 50-56)
 -Treatment Efficacy Summary: Cognitive-Communication Disorders Resulting from Traumatic Brain Injury (page 2 only of the document).
www.asha.org/NR/rdonlyres/4BAF3969-9ADC-4C01-B5ED-1334CC20DD3D/0/5076CognitiveFactSheets.pdf
 -Kennedy, M. R. T., et al. (2002). Evidence-based practice guidelines for cognitive-communicative disorders after traumatic brain injury: Initial committee report. Journal of Medical Speech-Language Pathology, 10, ix - xiii.
http://infotrac.galegroup.com/itw/infomark/862/468/67842300w6/purl=rc1_EAIM_0_A94207649&dyn=5!xrn_2_0_A94207649?sw_a_ep=ksstate_kumc

-Lombardi, F., et al. (2002). Sensory stimulation of brain-injured individuals in coma or vegetative state: Results of a Cochrane systematic review. *Clinical Rehabilitation*, 16, 464-472.
<http://proquest.umi.com/pqdweb?index=10&did=797148151&SrchMode=3&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1117737016&clientId=25203&aid=1>

- July 18 TBI: Tx of Cognitive/Communicative Disorders
 -Hartley, chapter 5
 -Rehabilitation of Children and Adults with Cognitive-Communication Disorders After Brain Injury (2003; ASHA Technical Report).
 www.asha.org/NR/rdonlyres/7D6D3FD5-9197-429E-9CA7BB31E9C95B26/0/21939_4.pdf
 -Sohlberg, M.M., et al. (2003). Practice guidelines for direct attention training. *Journal of Medical Speech-Language Pathology*, 11, xix - xxxix
- July 23 Case Studies
- July 25 Exam

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center.

Any student in this course who needs an accommodation because of a disability in order to complete the course requirements should contact the instructor or the Equal Opportunity/Disability Specialist (913-588-7813; TDD 913-588-7963) as soon as possible.

Any student who does not understand and/or accept the contents and terms of this syllabus must notify the instructor in writing within one week after receiving this syllabus.