

Hearing and Speech Department

**SPLH 850 - LANGUAGE IMPAIRMENTS IN CLOSED HEAD INJURY AND DEMENTIA**

Fall Semester, 2011

(2 credits)

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

Dates: 10-17-11 to 12-7-11

Place: Rm. 3001, 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, or 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 - December 13 (10:30 am - 1:00 pm). 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. One presentation (Nov 7 or Dec 5)

3. Four assignments (due Oct 26, Nov 9, Nov 16, Nov 30)

Each assignment will be worth 12% of your grade. The presentation will be worth 12% 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 = 94-100, A- = 90-93, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F = <60

### Course Readings

Bayles, K.A., & Tomoeda, C. (2007). Cognitive-communication disorders of dementia. San Diego, CA: Plural 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

- Oct 17            Changes in Language in Normally Aging Adults  
Introduction to Dementia  
-Bayles & Tomoeda, chapters 1, 3  
-The Roles of Speech-Language Pathologists Working With Individuals With Dementia-Based Communication Disorders: Position Statement  
[www.asha.org/docs/html/PS2005-00118.html](http://www.asha.org/docs/html/PS2005-00118.html)  
-Horne and Bondi (2003). SID-2 article: Neuroimaging changes in preclinical Alzheimer's disease.
- Oct 19            The dementias: Alzheimer's disease (AD) and vascular dementia (VaD)  
-Bayles & Tomoeda - chapters 4, 6  
-Knowledge and Skills Needed by Speech-Language Pathologists Providing Services to Individuals with Cognitive-Communication Disorders (2005).  
[www.asha.org/docs/html/KS2005-00078.html](http://www.asha.org/docs/html/KS2005-00078.html)  
-Mahendra, M, & Engineer, N. (2009) SID-2 article: Effects of vascular dementia on cognition and linguistic communication: A case study.
- Oct 24            The dementias: Frontotemporal dementia, LBD, PD, HD, and depression  
-Bayles & Tomoeda, chapters 7, 8, 9, 10  
-Henry and Beeson (2006). SID-2 article: Primary progressive aphasia and semantic dementia.  
-Ogar (2010). SID-2 article: Primary progressive aphasia and its three variants.
- Oct 26            Language/Cognitive Assessment in Dementia  
-Bayles & Tomoeda, chapter 11
- Oct 31            Language/Cognitive Assessment in Dementia  
-Bayles & Tomoeda, chapter 11
- Nov 2             Treatment of Dementia  
-Bayles & Tomoeda, chapter 12, 13, 14

-Henry (2010). SID-2 article: Treatments for progressive impairments of language.

Zientz, J., Rackley, A., Chapman, S., Hopper, T., Mahendra, N., Cleary, S. Evidence-Based Practice Recommendations: Caregiver-Administered Active Cognitive Stimulation for Individuals with Alzheimer's Disease. *Journal of Medical Speech-Language Pathology*. Volume 15, Number 3, pp. xxvii-xxxiv. Copyright © 2007 Thomson Delmar Learning. Thomson and Delmar Learning are trademarks used herein under license. [PDF](#)

Zientz, J., Rackley, A., Chapman, S., Hopper, T., Mahendra, N., Kim, E. Cleary, S. Evidence-Based Practice Recommendations: Educating Caregivers on Alzheimer's Disease and Training Communication Strategies. *Journal of Medical Speech-Language Pathology*. Volume 15, Number 1, pp. liii-lxiv. Copyright © 2007 Thomson Delmar Learning. Thomson and Delmar Learning are trademarks used herein under license. [PDF](#)

Nov 7 Treatment of Dementia (student presentations)

Bayles, K., Kim, E., Chapman, S., Zientz, J., A., Rackley, A., Mahendra, N., Hopper, T., Cleary S. Evidence-Based Practice Recommendations for Working with Individuals with Dementia: Simulated Presence Therapy. *Journal of Medical Speech-Language Pathology*. Volume 14, Number 3, pp. xiii-xxi. Copyright © 2006 Thomson Delmar Learning. Thomson and Delmar Learning are trademarks used herein under license. [PDF](#)

Kim, E., Cleary, S., Hopper, T., Bayles, K., Mahendra, N., Azuma, T., Rackley, A. Evidence-Based Practice Recommendations for Working with Individuals with Dementia: Group Reminiscence Therapy. *Journal of Medical Speech-Language Pathology*. Volume 14, Number 3, pp. xxiii-xxxiv. Copyright © 2006 Thomson Delmar Learning. Thomson and Delmar Learning are trademarks used herein under license. [PDF](#)

Hopper, T., Mahendra, N., Kim, E., Azuma, T., Bayles, K., Cleary, S., Tomoeda, C. Evidence-Based Practice Recommendations for Working with Individuals with Dementia: Spaced-Retrieval Training. *Journal of Medical Speech-Language Pathology*. Volume 13, Number 4, pp. xxvii-xxxiv. Copyright © 2005 Thomson Delmar Learning. Thomson and Delmar Learning are trademarks used herein under license. [PDF](#)

Mahendra, N., Hopper, T., Bayles, K., Azuma, T., Cleary S., Kim E. Evidence-Based Practice Recommendations for Working with Individuals with Dementia: Montessori-Based Interventions. *Journal of Medical Speech-Language Pathology*. Volume 14, Number 1, pp. xv-xxv. Copyright © 2006 Thomson Delmar Learning. Thomson and Delmar Learning are trademarks used herein under license. [PDF](#)

Nov 9 TBI: Overview and Neuropathology

-Hartley, chapter 1

-Threats, T. (2004). The use of the ICF in intervention for persons with neurogenic communication disorders. SID-2 article.

-Roles of Speech-Language Pathologists in the Identification, Diagnosis, and Treatment of Individuals with Cognitive-Communication Disorders: Position Statement (2005). [www.asha.org/docs/html/PS2005-00110.html](http://www.asha.org/docs/html/PS2005-00110.html)

Nov 14 TBI: Cognitive/Communicative Deficits  
-Hartley, chapter 2  
-Ylvisaker, 1992

Nov 16 TBI: Assessment of Communicative Deficits  
-Hartley, chapter 3 (pgs 59-86: Steps 1-4)

Turkstra, L., Ylvisaker, M., Coelho, C. (2005). The use of standardized tests for individuals with cognitive-communication disorders. *Seminars in Speech & Language*. 26(4):215-22 [PDF](#)

Turkstra, L., Ylvisaker, M., Coelho, C., Kennedy, M., Sohlberg, M. M., & Avery, J. (2005). Practice guidelines for standardized assessment for persons with traumatic brain injury. *Journal of Medical Speech-Language Pathology*, 13(2). [PDF](#)

Nov 21 TBI: Assessment of Cognitive/Communicative Disorders  
-Hartley, chapter 3 (pgs 86-113: Steps 5 and 6)

Coelho, C., Ylvisaker, M., & Turkstra, L. (2005). Nonstandardized assessment approaches for individuals with traumatic brain injuries. *Seminars in Speech & Language*. 26(4):223-41 [PDF](#)

Nov 28 TBI: Tx of Cognitive/Communicative Disorders  
-Hartley, chapter 4  
-Treatment Efficacy Summary: Cognitive-Communication Disorders Resulting from Traumatic Brain Injury (*there are 16 summaries; print TBI only*). [www.asha.org/public/EfficacySummaries.htm](http://www.asha.org/public/EfficacySummaries.htm)  
-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?PMID=66566&TS=1247780278&SrchMode=3&SrtM=0&PCID=14775931&VType=PQD&VInst=PROD&aid=1&clientId=25203&RQT=572&VName=PQD&firstIndex=10>

Nov 30 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). <http://www.asha.org/docs/html/TR2003-00146.html>

Dec 5 TBI: Tx of Cognitive/Communicative Disorders (Student Presentations)

Ylvisaker, M., Turkstra, L., Coelho, C., Yorkston, K., Kennedy, M., Sohlberg, M., Avery, J. Brain Injury, July 2007 Behavioural interventions for children and adults with behaviour disorders after TBI: A systematic review of the evidence; *Brain Injury*, 21(8): 769-805 [PDF](#)

Sohlberg, M. M., Kennedy, M. R. T., Avery, J., Coelho, C., Turkstra, L., Ylvisaker, M., & Yorkston, K. (2007). Evidence based practice for the use of external aids as a memory rehabilitation technique. *Journal of Medical Speech Pathology*, 15 (1). [PDF](#)

Kennedy, M. R. T., Coelho, C., Turkstra, L., Ylvisaker, M., Sohlberg, M. M., Yorkston, K., Chiou, H. H. & Kan, P. F. (in press). Intervention for executive functions after traumatic brain injury: A systematic review, meta-analysis and clinical recommendations. *Neuropsychological Rehabilitation*. [PDF](#)

Sohlberg, M., Avery, J., Kennedy, M. R. T., Coelho, C., Ylvisaker, M., Turkstra, L., & Yorkston, K. (2003). Practice guidelines for direct attention training. *Journal of Medical Speech-Language Pathology*, 11, 3, xix-xxxix. [PDF](#)

Dec 7            Case Studies

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.

Assignments and presentations may be used as portfolio artifacts; the final exam may not be used as a portfolio artifact.