

CALIFORNIA STATE UNIVERSITY, LONG BEACH
College of Health and Human Services
Department of Speech-Language Pathology

SLP 661 - Traumatic Brain Injury Across the Lifespan
Spring 2020 (3 Units)
Monday 9:00 AM – 11:45 AM
LAB Room 117A

Instructor: Pei-Fang Hung, Ph.D., CCC-SLP

Office Hours: Monday 1:00-3:00 pm, Wednesday 9:30-11:00 am, or by appointment

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University Catalog Description

Neurophysiological basis for cognitive and communicative impairments associated with traumatic brain injury (TBI). Addresses rehabilitation research specific to TBI in children and adults.

Letter grade only (A-F)

Course Description

SLP 661 is a graduate level course designed to extend student's knowledge beyond adult language disorders and child language disorders. As the incidence of traumatic brain injury (TBI) increases in both children and adults, it is deemed necessary for the student to equip the knowledge of TBI, neurological disorders associated with cognitive-communication impairments, cognitive rehabilitation, and assessment and management of cognitive-communication disorders.

Student Learning Outcomes

This course covers topics specific to traumatic brain injury and related cognitive-communicative disorders. Upon successful completion of SLP 661, the student will be able to

- A. Describe the historical circumstances associated traumatic brain injury (TBI) and its rehabilitation.
- B. Identify etiologies and pathophysiologic classifications associated with TBI and describe prognostic indicators associated with TBI across the lifespan.
- C. Compare and contrast the pathophysiology, prognosis, and symptoms of TBI with other neurogenic cognitive-communication disorders, such as right hemisphere dysfunction (RHD) and dementia.
- D. Discuss the implications of both standardized and non-standardized assessment of cognitive-communication disorders in individuals with TBI with sensitivity to individual differences.

- E. Describe historical and current rehabilitation and treatment perspectives employed with individuals with TBI, including current evidence-based practice models.
- F. Discuss the role of social networks and the community in rehabilitation of individuals with TBI across the lifespan.
- G. Discuss the benefits and limitations of using telepractice in management of cognitive-communication disorders in individuals with TBI
- H. Discuss how cultural and linguistic variables may influence the clinical decision-making processes in rehabilitation and management for cognitive-communication disorders in individuals with TBI.
- I. Describe traditional and current research on transition to productive life activities in individuals with TBI across the lifespan.
- J. Discuss current assistive technologies employed in rehabilitation for individuals with TBI across the lifespan.

Course Modality

Traditional Class: Face-to-face contact such as lecture, discussion, presentation, demonstration, and direct exchange of materials as the primary method of communication.

Certification Standards

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills section of the ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective January 1st, 2020. The following aspect of the standards listed below is met in SLP 661:

- Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including cognitive aspects of communication and social aspects of communication
Method of Assessment: Exams and assignments
- Standard IV-D: The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.
Method of Assessment: Exams, assignments, and oral presentation
- Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.
Method of Assessment: Case study assignments and oral presentation
- Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
Method of Assessment: Case study assignments and oral presentation
- Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.
Method of Assessment: Case study assignments

CAA Standard 3.0B Curriculum in Speech-Language Pathology

	Exams	Case Studies	Oral/Simulation Assignment	In-Class Discussion
3.1.1B Professional Practice Competencies <u>Accountability</u> <ul style="list-style-type: none"> Understand the various models of delivery of speech-language services 	X	X	X	X
<u>Effective Communication Skills</u> <ul style="list-style-type: none"> Use all forms of expressive communication 	X	X	X	X
<u>Clinical Reasoning</u> <ul style="list-style-type: none"> Use valid scientific and clinical evidence in decision-making regarding assessment and intervention 		X	X	X
<u>Evidence-Based Practice</u> <ul style="list-style-type: none"> Critically evaluate information sources and applies that information to appropriate populations Integrate evidence in provision of SLP services 	X	X	X	X
<u>Cultural Competence</u> <ul style="list-style-type: none"> Understand the impact of the cultural and linguistic variables of the individuals served on delivery of care. 	X	X	X	X
<u>Professional Duty</u> <ul style="list-style-type: none"> Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention 		X	X	X
3.1.2B Foundations of Speech-Language Pathology Practice	X	X	X	X
3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences	X	X	X	X
3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences	X	X	X	X
3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms	X	X	X	X
3.1.6B General Knowledge and Skills Applicable to Professional Practice <ul style="list-style-type: none"> Engagement in contemporary professional issues and advocacy 		X	X	X

For detailed information, please visit

- ASHA 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/#4>
- CAA 2017 Standards for Accreditation: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>
- California Commission on Teacher Credentialing: <https://www.ctc.ca.gov>

Text

Required Textbooks

- Hux, K. (2011). *Assisting survivors of traumatic brain injury: The role of speech-Language pathologists*. Austin, TX: Pro-Ed, Inc.

Optional Textbook

- McDonald, S., Togher, L., & Code, C. (2013). *Social and communication disorders following traumatic brain injury*. New York, NY: Psychology Press.
- Sohlberg, M. & Mateer, C. (2001). *Cognitive rehabilitation: An integrative neuropsychological approach*. New York, NY: Guilford Press.

Supplemental Reading

Assigned readings are posted on BeachBoard. See the course schedule and references. All content within the reading sources is the responsibility of the student. In class discussions will cover a portion of these readings but will not detail every source at length. *Students will be expected to demonstrate mastery of ALL sources. Please read thoroughly and make every effort to ask questions and clarify information not understood within the readings.*

Lecture Notes

The instructor may provide lecture notes for discussed topics. However, the lecture notes do not represent all course content. Students are responsible for all assigned readings, projects, and in-class discussions/activities.

Methods of Presentation

- A. Lecture
- B. Discussion
- C. Case Studies
- D. Audio/Video Presentations

Course Outline/Schedule

**This course schedule/outline is tentative. The instructor reserves the right to change/modify it at anytime.*

Date	Topic(s)	Required Reading	Exam/Assignment Due
<i>Spring Semester 2020 starts January 21, 2020</i>			
Week 2 1/27/2020	<ul style="list-style-type: none">• Course syllabus• Mechanism of injuries to the brain	<ul style="list-style-type: none">• Hux- Ch 4	<i>REVIEW previous coursework</i>
Week 3 2/03/2020	<ul style="list-style-type: none">• Basic features of TBI• Variables contributing to neurobehavioral recovery	<ul style="list-style-type: none">• Hux- Ch 2	
Week 4 2/10/2020	<ul style="list-style-type: none">• Cognitive-communication disorders after TBI	<ul style="list-style-type: none">• Hux- Ch 6• Larkins, B. (2007)	
Week 5 2/17/2020	<ul style="list-style-type: none">• The nature of cognitive features after TBI	<ul style="list-style-type: none">• McDonald - Ch 3	Exam I
Week 6 2/24/2020	<ul style="list-style-type: none">• Attention disorders: Assessment and management	<ul style="list-style-type: none">• Sohlberg & Mateer- Ch 5 (2001)	
Week 7 3/02/2020	<ul style="list-style-type: none">• Memory disorders: Assessment	<ul style="list-style-type: none">• Sohlberg, et al. (2003)• Zickefoose, et al. (2013)	
Week 8 3/09/2020	<ul style="list-style-type: none">• Memory disorders: Management	<ul style="list-style-type: none">• O'Neil-Pirozzi et al. (2016)	Case Study I Due

Date	Topic(s)	Required Reading	Exam/Assignment Due
Week 9 3/16/2020	• Dysexecutive syndrome: Assessment	Constantinidou, et al. (2012)	
Week 10 3/23/2020	• Dysexecutive syndrome: Management	• Turkstra & Flora (2002)	Exam II
Week 11 3/30/2020	<i>Spring Break (No class)</i>		
Week 12 4/06/2020	• Mild TBI and post-concussive syndrome	• Hux- Ch 3 • Salvator, A. & Fjordbak, B. (2011)	
Week 13 4/13/2020	• Right hemisphere damage and cognitive-communication disorders	• Tompkins (2012)	
Week 14 4/20/2020	• Management of other neurogenic communication disorders	• P & C Ch 20 • Ogar, J. (2010)	Case Study II Due
Week 15 4/27/2020	• Pediatric TBI and working with children with acquired CCD • Communication and social skill training • CCD and telepractice	• Fay, T. et al. (2009) • Togher et al (2014)	
Week 16 5/04/2020	• Self-awareness management • Community integration	• Hux- Ch 12, Ch 14 • Richardson, et al. (2015)	Exam III
Final Exam (Oral Presentation): 5/15/2020 (Friday) 8:00 am-10:00 am			

Course Requirements

1. Exams (Exam I, II, and III)

- Exam I is worth 60 points, Exam II is worth 60 points, and Exam III is worth 80 points. 200 points total.
- Format: Fill-in-the-blank, short answer, and essay questions

2. Case Study I-Assessment

- 30 points. Individual project.
- An outline of requirements will be distributed in class.

3. Case Study II-Treatment

- 30 Points. Individual project.
- An outline of requirements will be distributed in class.

4. Oral Presentation

- 30 Points. Individual project.
- An outline of required information will be distributed in class.

5. Attendance and Participation

- 10 Points total.
- One point will be deducted from the final total points for EACH missing class.

Methods of Evaluation for Grading

<i>Assessment Description</i>	<i>Student Learning Outcome (SLO)</i>	<i>% of Course Grade</i>
Exam I (60)	SLO A-J	20 %
Exam II (60)	SLO A-J	20 %
Exam III (80)	SLO A-J	26.7 %
Case Study I- Assessment (30)	SLO A-D, F-G	10 %
Case Study II-Treatment (30)	SLO A-G	10 %
Oral Presentation (30)	SLO A-J	10 %
Attendance and participation (10)	SLO A-J	3.3%

Total = 300 points

Grades are distributed as follows (total points for this course is 300 points):

90-100% (270 points and above)	=	A	Performance at the highest level showing sustained excellence.
80-89% (240-269.9 points)	=	B	Performance at high level showing consistent and effective achievement.
70-79% (210-239.9 points)	=	C	Performance at an adequate level meeting basic requirements.
60-69% (180-209.9 points)	=	D	Performance is less than adequate meeting minimum course requirements.
Below 60% (Less than 180 points)	=	F	Performance in which minimal course requirements have not been met.

The instructor reserves the right to adjust the above percentages (either up or down) or to utilize a curve distribution for grade assignment, in order to most accurately reflect student performance, consistent with the University's definitions for grade assignment, as discussed in University Course Catalog, under General Regulations and Procedures: Grades and Grading Procedures.

Attendance Policies

Attendance is **mandatory** for this course. One point will be deducted from the final total points for EACH missing class. Students are expected to attend all scheduled class meetings, including scheduled examinations. Non-university-excused absences or university-excused absences without valid and official documents are not acceptable and will further affect your final grade.

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members, of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- A. Illness or injury to the student, or medical condition, including those related to pregnancy
- B. Death, injury, or serious illness of an immediate family member. An

immediate family member is defined as a close relative, or a person residing in the immediate household of the student

- C. Religious reasons (California Education Code section 89320)
- D. Jury duty, military service, or government obligation
- E. University sanctioned or approved activities (examples include but are not limited to: artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

The earliest possible notification is preferred for all excused absences. Advance notification minimally one week in advance is required and verification may be requested for the following absences: Jury duty, military service, or other government obligation; religious reasons; university-sanctioned or approved activities.

Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>.

Statement of Accessibility

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

Accommodation

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs. Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC) office located at Student Success Center (SSC) Room 110. The telephone number is (562)985-5401.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for

each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Cheating and Plagiarism (CSULB Catalog, AY 2019-2020)

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a

manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

“One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- A. Review – no action.
- B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- C. A requirement that the work be repeated;
- D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- E. Assignment of a failing final grade;
- F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.”

Withdrawal Policy

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic

administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason.

The following exceptions apply:

- Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- Withdrawals in terms prior to fall 2009 at CSULB,
- Withdrawals at institutions other than CSULB, and
- Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Campus Behavior

Civility Statement

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies (CSULB Catalog, AY 2015-2016, p. 855).

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Accommodations for Religious Holidays & Military Service

Students needing special consideration for class schedules due to religious observance or military obligations must notify the instructor at least one week in advance; for those established religious observances, the instructor should be notified during the first week of instruction.

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.