Course Syllabus

[Jump to Today](https://uwstp.instructure.com/courses/223512/assignments/syllabus) [Edit](https://uwstp.instructure.com/courses/223512/assignments/syllabus)

**CSD 741 - Section 1, 2 credits**

Cognitive Communication Disorders

University of Wisconsin - Stevens Point

Fall 2019                     Fridays  8:00 am to 9:40 am

Instructor:  James Barge  M.S. CCC-SLP

Office:  42-B

Phone:  346-3085

Email:  [Jbarge@uwsp.edu](mailto:Jbarge@uwsp.edu)

**Course Description**

This course examines the cognitive-communication disorders resulting from right hemisphere damage, traumatic brain injuries, and degenerative conditions such as dementia. In the context of the WHO-ICF, the course material will cover similarities and differences of the characteristics, assessment procedures, and treatment approaches for the above-mentioned disorders.

**ASHA standards:** ASHA standards must be met to apply for certification. Successful completion of the course requirements, that is a grade of B or better, will result in meeting the following standards:

Standard III-C

1. Explain the etiology of cognitive-communication impairments in adults.

     2a. Explain the anatomical correlates of cognitive-communication impairments.

     2b. Explain the physiological correlates of cognitive-communicative impairments.

     2f.   Discuss how acquired cognitive-communication impairments impact adults on a

           daily basis.

           Describe the characteristics of cognitive-and cognitive-communication impairments

           in adults.

     2g. Identify how different cultures might react differently to cognitive-communication

             impairments.

Standard III-D

Prevention

1. Identify risk factors for stroke, traumatic events and degenerative diseases leading to cognitive-communicative impairments.

Assessment

1. List examples of formal and informal assessment tools for language, communication,

         and cognitive skills.

Intervention

1. Explain intervention models, approaches, techniques, and/or strategies for adults

         with cognitive-communication impairments.

Standard IV-G1

1.c.      Accurately administer, score, and interpret a cognitive-communication test

**Social Communication Area**

Standard III-D

Assessment: Explain assessment methods used to determine social aspects of communication

                        disorders for adults with cognitive-communication disorders.

Intervention: Explain intervention models, approaches, techniques, and/or strategies for adults

                        with cognitive communication disorders.

**Communication Modalities Area**

Standard III-C

1. Explain all the different communication modalities that can be used by adults who

            have acquired cognitive-communicative impairments.

Standard III-D

Assessment

1. Explain how to assess communication in individuals with cognitive-communication

            impairments.

Intervention

1. Describe intervention models, approaches, techniques, and/or strategies which

            address all possible communication modalities.

Standard IV-G1

1.e.      Assess all possible communication modalities and interpret which are effective

            and which require support of a communication partner.

**Required Textbook**

            Dementia, Person-Centered Assessment and Intervention

             Second Edition, E. Hickey and M. Bourgeois

**Additional Reading:** To be determined

**Course Requirements:**

1. **Midterm examination**             100 points.   33% of semester grade.
2. **Final examination**                      100 points.     33% of semester grade
3. **Virtual Patient Case Study** 100 points 34% of semester grade

**Virtual Patient Case Study:**

You will create a virtual patient and provide personalized information regarding his or her medical history, educational background, occupation, family structure, interests and responsibilities. This virtual patient must have your initials. Only the age of the patient will be determined by the instructor. You will receive information each week pertaining to the cognitive-communication status of your individual. Each week a specific question(s) will be asked of you that will require critical thinking as you research and analyze the salient information you have been provided. There will be thirteen segments to this project. Each of these segments will be worth 7.7 points and will be allotted in a pass/fail distribution. You will garner full points following instructor determination of the adequacy of your work. Refinement of your responses may be required. Entire project completion is required to have the accumulated points be applied to your semester grade.

This project will be completed through Canvas

Please see the tentative course schedule for the weekly topic areas.  Our coursework will be incorporated into this project, as this is designed to be an opportunity for practical application of the major themes of this course.

**Grades:**

I will determine grades by converting accumulated points into percentage scores. I will assign percentage scores to letter grades as follows: A grade of B or higher is considered passing in graduate school.

A         95 – 100                    A-        90 - 94.99

B+       87 - 89.99                  B         83 - 86.99

B-        80 - 82.99                  C+       77-79.99

C         73 - 76.99                  C-        70 - 72.99

**Tentative Course Schedule**

**Dates             Topic                                                                         Required Reading**

**(optional reading)**

Week 1 (9-4/6)

Introductions, working memory                                          Chapter 1

**VP**: creation of virtual patient

Week 2 (9-11/13)

 Dementia cognitive/communicative profiles              Chapter 3

**VP**: symptoms/event

Week 3 (9-18/20)

Dementia etiologies                                                                    Chapter 2

**VP**: medical testing

Week 4 (9-25-27)

Person-Centered care                                                               Chapter 4

**VP**: Medical Diagnosis

Week 5 (10-2/4)

Memory, Attention, Executive function

**VP**: SLP interview

Week 6 (10-9/11)

Assessment                                                                                     Chapter 5

**VP**: SLP testing

Week 7 (10-16/18)

Examination 1

Week 8  (10-23-25)

Interventions                                                                                 Chapter 6

**VP**: Attention impairment

Week 9 (10-30/11-1)

Inter-professional Interventions                                        Chapter 7

**VP**: Memory impairment

Week 10 (11-6/8)

Family and Caregiver Issues                                                  Chapter 9

**VP**: Executive function impairment

Week 11 (11-13/15)

Quality of Life/End of Life                                                        Chapter 11

**VP**: Explanation to patient/family

Week 12 (11-20/22)

 TBD

Week 13  (11-27)

Dementia, Eating and Swallowing                               Chapter 8

**VP:** Intervention for attention or memory

Week 14 (12-4-6)

Right Hemisphere Dysfunction

**VP:** Intervention for Executive Function

 Week 15 (12-11/13)

Traumatic Brain Injury

**VP**: Discharge

Week 16  (12-16)

**Exam 2**

I expect students to inform me about any disability that may impact his or her performance in this class. I will make any necessary accommodations for each student according to her or his needs.

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates which you will need to change course requirements.

*In the event of a medical emergency, call 911 or use red emergency phone located* in the middle hallway in the department. *Offer assistance if trained and willing to do so. Guide emergency responders to victim.*

*In the event of a tornado warning, proceed to the lowest level interior room without window exposure which is the middle hallway in the department. See* [*www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans* (Links to an external site.)](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans)*for floor plans showing severe weather shelters on campus.  Avoid wide-span rooms and buildings.  
In the event of a fire alarm, evacuate the building in a calm manner. Meet at* the College of Professional Studies Sign on the Fourth Avenue. *Notify instructor or emergency command personnel of any missing individuals.*

*Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.   
 See UW-Stevens Point Emergency Management Plan at* [*www.uwsp.edu/rmgt* (Links to an external site.)](http://www.uwsp.edu/rmgt)*for details on all emergency response at UW-Stevens Point.*

The syllabus page shows a table-oriented view of the course schedule, and the basics of course grading. You can add any other comments, notes, or thoughts you have about the course structure, course policies or anything else.

To add some comments, click the "Edit" link at the top.

Top of Form



[Keyboard ShortcutsHTML Editor](https://uwstp.instructure.com/courses/223512/assignments/syllabus) [Rich Content Editor](https://uwstp.instructure.com/courses/223512/assignments/syllabus)

Syllabus Description:



Cancel Update Syllabus

Bottom of Form

Course Summary:

| **Date** | **Details** |
| --- | --- |
| Wed Sep 11, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Creation of Virtual Patient](https://uwstp.instructure.com/courses/223512/assignments/919827) | due by 11:59pm | |
| Wed Sep 18, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Symptoms/Event](https://uwstp.instructure.com/courses/223512/assignments/919832) | due by 11:59pm | |
| Wed Sep 25, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Medical Testing](https://uwstp.instructure.com/courses/223512/assignments/919842) | due by 11:59pm | |
| Wed Oct 2, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Medical Diagnosis](https://uwstp.instructure.com/courses/223512/assignments/919837) | due by 11:59pm | |
| Wed Oct 9, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [SLP Interview](https://uwstp.instructure.com/courses/223512/assignments/919869) | due by 11:59pm | |
| Fri Oct 18, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [SLP Testing](https://uwstp.instructure.com/courses/223512/assignments/920107) | due by 11:59pm | |
| Fri Oct 25, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Examination 1](https://uwstp.instructure.com/courses/223512/assignments/921701) | due by 11:59pm | |
| Wed Oct 30, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Attentional Impairment](https://uwstp.instructure.com/courses/223512/assignments/921305) | due by 11:59pm | |
| Wed Nov 6, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Memory Impairment](https://uwstp.instructure.com/courses/223512/assignments/921310) | due by 11:59pm | |
| Wed Nov 13, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Executive Function Impairment](https://uwstp.instructure.com/courses/223512/assignments/921351) | due by 11:59pm | |
| Wed Nov 20, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Explaination to Patient/Family](https://uwstp.instructure.com/courses/223512/assignments/921359) | due by 11:59pm | |
| Wed Dec 4, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Intervention for Attention or Memory](https://uwstp.instructure.com/courses/223512/assignments/921376) | due by 11:59pm | |
| Wed Dec 11, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Intervention for Executive Dysfunction](https://uwstp.instructure.com/courses/223512/assignments/921396) | due by 11:59pm | |
| Mon Dec 16, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Examination 2](https://uwstp.instructure.com/courses/223512/assignments/921724) | due by 11:59pm | |
| Wed Dec 18, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Discharge](https://uwstp.instructure.com/courses/223512/assignments/922755) | due by 11:59pm | |

**CSD 741 - Section 2, 2 credits**

Cognitive Communication Disorders

University of Wisconsin - Stevens Point

Fall 2019                     Wednesdays  8:00 am to 9:40 am

Instructor:  James Barge  M.S. CCC-SLP

Office:  42-B

Phone:  346-3085

Email:  [Jbarge@uwsp.edu](mailto:Jbarge@uwsp.edu)

**Course Description**

This course examines the cognitive-communication disorders resulting from right hemisphere damage, traumatic brain injuries, and degenerative conditions such as dementia. In the context of the WHO-ICF, the course material will cover similarities and differences of the characteristics, assessment procedures, and treatment approaches for the above-mentioned disorders.

**ASHA standards:** ASHA standards must be met to apply for certification. Successful completion of the course requirements, that is a grade of B or better, will result in meeting the following standards:

Standard III-C

1. Explain the etiology of cognitive-communication impairments in adults.

     2a. Explain the anatomical correlates of cognitive-communication impairments.

     2b. Explain the physiological correlates of cognitive-communicative impairments.

     2f.   Discuss how acquired cognitive-communication impairments impact adults on a

           daily basis.

           Describe the characteristics of cognitive-and cognitive-communication impairments

           in adults.

     2g. Identify how different cultures might react differently to cognitive-communication

             impairments.

Standard III-D

Prevention

1. Identify risk factors for stroke, traumatic events and degenerative diseases leading to cognitive-communicative impairments.

Assessment

1. List examples of formal and informal assessment tools for language, communication,

         and cognitive skills.

Intervention

1. Explain intervention models, approaches, techniques, and/or strategies for adults

         with cognitive-communication impairments.

Standard IV-G1

1.c.      Accurately administer, score, and interpret a cognitive-communication test

**Social Communication Area**

Standard III-D

Assessment: Explain assessment methods used to determine social aspects of communication

                        disorders for adults with cognitive-communication disorders.

Intervention: Explain intervention models, approaches, techniques, and/or strategies for adults

                        with cognitive communication disorders.

**Communication Modalities Area**

Standard III-C

1. Explain all the different communication modalities that can be used by adults who

            have acquired cognitive-communicative impairments.

Standard III-D

Assessment

1. Explain how to assess communication in individuals with cognitive-communication

            impairments.

Intervention

1. Describe intervention models, approaches, techniques, and/or strategies which

            address all possible communication modalities.

Standard IV-G1

1.e.      Assess all possible communication modalities and interpret which are effective

            and which require support of a communication partner.

**Required Textbook**

            Dementia, Person-Centered Assessment and Intervention

             Second Edition, E. Hickey and M. Bourgeois

**Additional Reading:** To be determined

**Course Requirements:**

1. **Midterm examination**             100 points.   33% of semester grade.
2. **Final examination**                      100 points.     33% of semester grade
3. **Virtual Patient Case Study** 100 points 34% of semester grade

**Virtual Patient Case Study:**

You will create a virtual patient and provide personalized information regarding his or her medical history, educational background, occupation, family structure, interests and responsibilities. This virtual patient must have your initials. Only the age of the patient will be determined by the instructor. You will receive information each week pertaining to the cognitive-communication status of your individual. Each week a specific question(s) will be asked of you that will require critical thinking as you research and analyze the salient information you have been provided. There will be thirteen segments to this project. Each of these segments will be worth 7.7 points and will be allotted in a pass/fail distribution. You will garner full points following instructor determination of the adequacy of your work. Refinement of your responses may be required. Entire project completion is required to have the accumulated points be applied to your semester grade.

This project will be completed through Canvas

Please see the tentative course schedule for the weekly topic areas.  Our coursework will be incorporated into this project, as this is designed to be an opportunity for practical application of the major themes of this course.

**Grades:**

I will determine grades by converting accumulated points into percentage scores. I will assign percentage scores to letter grades as follows: A grade of B or higher is considered passing in graduate school.

A         95 – 100                    A-        90 - 94.99

B+       87 - 89.99                  B         83 - 86.99

B-        80 - 82.99                  C+       77-79.99

C         73 - 76.99                  C-        70 - 72.99

**Tentative Course Schedule**

**Dates             Topic                                                                         Required Reading**

**(optional reading)**

Week 1 (9-4/6)

Introductions, working memory                                          Chapter 1

**VP**: creation of virtual patient

Week 2 (9-11/13)

 Dementia cognitive/communicative profiles              Chapter 3

**VP**: symptoms/event

Week 3 (9-18/20)

Dementia etiologies                                                                    Chapter 2

**VP**: medical testing

Week 4 (9-25-27)

Person-Centered care                                                               Chapter 4

**VP**: Medical Diagnosis

Week 5 (10-2/4)

Memory, Attention, Executive function

**VP**: SLP interview

Week 6 (10-9/11)

Assessment                                                                                     Chapter 5

**VP**: SLP testing

Week 7 (10-16/18)

Examination 1

Week 8  (10-23-25)

Interventions                                                                                 Chapter 6

**VP**: Attention impairment

Week 9 (10-30/11-1)

Inter-professional Interventions                                        Chapter 7

**VP**: Memory impairment

Week 10 (11-6/8)

Family and Caregiver Issues                                                  Chapter 9

**VP**: Executive function impairment

Week 11 (11-13/15)

Quality of Life/End of Life                                                        Chapter 11

**VP**: Explanation to patient/family

Week 12 (11-20/22)

 TBD

Week 13  (11-27)

Dementia, Eating and Swallowing                               Chapter 8

**VP:** Intervention for attention or memory

Week 14 (12-4-6)

Right Hemisphere Dysfunction

**VP:** Intervention for Executive Function

 Week 15 (12-11/13)

Traumatic Brain Injury

**VP**: Discharge

Week 16  (12-16)

**Exam 2**

I expect students to inform me about any disability that may impact his or her performance in this class. I will make any necessary accommodations for each student according to her or his needs.

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates which you will need to change course requirements.

*In the event of a medical emergency, call 911 or use red emergency phone located* in the middle hallway in the department. *Offer assistance if trained and willing to do so. Guide emergency responders to victim.*

*In the event of a tornado warning, proceed to the lowest level interior room without window exposure which is the middle hallway in the department. See* [*www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans* (Links to an external site.)](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans)*for floor plans showing severe weather shelters on campus.  Avoid wide-span rooms and buildings.  
In the event of a fire alarm, evacuate the building in a calm manner. Meet at* the College of Professional Studies Sign on the Fourth Avenue. *Notify instructor or emergency command personnel of any missing individuals.*

*Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.   
 See UW-Stevens Point Emergency Management Plan at* [*www.uwsp.edu/rmgt* (Links to an external site.)](http://www.uwsp.edu/rmgt)*for details on all emergency response at UW-Stevens Point.*

The syllabus page shows a table-oriented view of the course schedule, and the basics of course grading. You can add any other comments, notes, or thoughts you have about the course structure, course policies or anything else.

To add some comments, click the "Edit" link at the top.

Top of Form



[Keyboard ShortcutsHTML Editor](https://uwstp.instructure.com/courses/223512/assignments/syllabus) [Rich Content Editor](https://uwstp.instructure.com/courses/223512/assignments/syllabus)

Syllabus Description:



Cancel Update Syllabus

Bottom of Form

Course Summary:

| **Date** | **Details** |
| --- | --- |
| Wed Sep 11, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Creation of Virtual Patient](https://uwstp.instructure.com/courses/223512/assignments/919827) | due by 11:59pm | |
| Wed Sep 18, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Symptoms/Event](https://uwstp.instructure.com/courses/223512/assignments/919832) | due by 11:59pm | |
| Wed Sep 25, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Medical Testing](https://uwstp.instructure.com/courses/223512/assignments/919842) | due by 11:59pm | |
| Wed Oct 2, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Medical Diagnosis](https://uwstp.instructure.com/courses/223512/assignments/919837) | due by 11:59pm | |
| Wed Oct 9, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [SLP Interview](https://uwstp.instructure.com/courses/223512/assignments/919869) | due by 11:59pm | |
| Fri Oct 18, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [SLP Testing](https://uwstp.instructure.com/courses/223512/assignments/920107) | due by 11:59pm | |
| Fri Oct 25, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Examination 1](https://uwstp.instructure.com/courses/223512/assignments/921701) | due by 11:59pm | |
| Wed Oct 30, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Attentional Impairment](https://uwstp.instructure.com/courses/223512/assignments/921305) | due by 11:59pm | |
| Wed Nov 6, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Memory Impairment](https://uwstp.instructure.com/courses/223512/assignments/921310) | due by 11:59pm | |
| Wed Nov 13, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Executive Function Impairment](https://uwstp.instructure.com/courses/223512/assignments/921351) | due by 11:59pm | |
| Wed Nov 20, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Explaination to Patient/Family](https://uwstp.instructure.com/courses/223512/assignments/921359) | due by 11:59pm | |
| Wed Dec 4, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Intervention for Attention or Memory](https://uwstp.instructure.com/courses/223512/assignments/921376) | due by 11:59pm | |
| Wed Dec 11, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Intervention for Executive Dysfunction](https://uwstp.instructure.com/courses/223512/assignments/921396) | due by 11:59pm | |
| Mon Dec 16, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Examination 2](https://uwstp.instructure.com/courses/223512/assignments/921724) | due by 11:59pm | |
| Wed Dec 18, 2019 | |  |  |  | | --- | --- | --- | | Assignment | [Discharge](https://uwstp.instructure.com/courses/223512/assignments/922755) | due by 11:59pm | |