

**COURSE: SPPA 455 – ADULT NEUROGENIC COMMUNICATION DISORDERS**

Spring 2014 3 credits  
M W F 11:30-12:20  
Bell Hall 181

**INSTRUCTOR:** Brynja Davis Phone: 471-6370  
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**REQUIRED TEXT:** Brookshire, R.H. (2003). An Introduction to Neurogenic Communication Disorders (7th ed.). St. Louis, MO: Mosby  
ISBN#: 978-0-323-04531-5

Taylor, Jill Bolte (2006). My Stroke of Insight: A Brain Scientist's Personal Journey New York, NY: Plume  
ISBN#: 978-0-452-29554-4

**PREREQUISITES:** SPPA 234 & SPPA 280

**COURSE DESCRIPTION:** “A study of neuroanatomy, as well as the interaction of language and cognition, and hemispheric specialization. This course also covers the classification, etiology, and assessment of individuals with language and cognitive disturbances associated with central nervous system damage. Therapeutic principles are introduced” (AU Undergraduate Bulletin).

**COURSE OBJECTIVES:** At the successful completion of this course, the student will be able to do the following:

Understand neuroanatomy as pertinent to speech-language pathologists.

Discuss the etiology and behavioral characteristics of neurogenic disorders such as stroke and head injury.

Understand the diagnostic process for neurogenic communication disorders.

Discuss multi-disciplinary issues in evaluating and treating various neurogenic communication disorders.

Understand and discuss basic treatment procedures appropriate for specific communication/cognition disorders associated with neuropathology.

Demonstrate professional skills in both written and oral presentations regarding adult neurogenic communication disorders.

**COURSE REQUIREMENTS:**

**Class attendance:** Please arrive on time. The teacher reserves the right to make a downward adjustment to the grade, if more than 5 class periods are missed and/or tardiness becomes chronic.

**Examinations:** Three (3) examinations will be scheduled during the semester. The final will be a “take-home” exam. The “take-home” must have sources cited, write it in your own words!

**Paper/Book Report:** Each student will be required to read the book “My Stroke of Insight” and report on it in 7 separate reports. (see schedule) You should comment on what the chapters are about, what was interesting, what you learned etc. Each report should be no less than 2 pages long, double spaced, and written in Times New Roman 12 point font ☺.

**Binder/folder:** A binder/folder or similar, of assessment & treatment materials appropriate for adult neurogenic clients will be due as part of the final examination. Collect materials handed out in class, in addition find other materials off of the web or from other assessment/treatment materials found in the department that can be added to the binder. At the time of the final exam, along with showing the class what treatment materials you have collected, summarize/report on (in writing) what actual stroke victims, such as Dr. Taylor, have said were things that helped them the most or that they wished their therapists had known etc. Must find at least one other source, in addition to Dr. Taylor’s book, for this part.

**Treatment Plan:** You will be required to complete a 1-2 page paper in **outline format**, of a complete treatment hierarchy for a specific neurogenic communication disorder. The plan is due on **March 5**. You may be asked to share your plan with the class.

**Observation Report:** Students will be required to visit a rehabilitation center, hospital, nursing home, or clinical facility and observe an individual with a neurogenic communication disorder. This observation can also be done through the Master Clinician website. A 1-2 page observation summary is due by the end of Spring Break.

**Oral Presentation:** Students will be required to make an oral presentation to the class, summarizing the contents of one of the last 4 chapters in the textbook. There should be no verbatim reading from the book, but a summary of what it says, tell the class about the disorder in an organized fashion. Use at least 2 **other** sources of information in addition to the textbook. Students will be graded on their ability to convey the subject matter using as many methods of communication as needed (lecture notes/handouts, power point, video clips etc.) and on their ability to respond to questions in an informed manner. Presentations should be roughly **45** minutes long.

**Miscellaneous assignments and quizzes:** In class projects or homework assignments may be added to enhance learning, at the discretion of the teacher. At the beginning of some class periods there will be a **5-10 point quiz** that cannot be made up if a student arrives late. However, if a student is ill or has another pressing issue making it impossible to come to class, other arrangements can potentially be made.

## **COURSE POLICIES:**

**Late work:** Assignments and projects will not be accepted for full credit if turned in late. If you cannot be at class because of an excused absence, yet you wish to have your assignment/project receive full credit, please be sure your work gets to me by the time

class begins. Late work will be discounted 10% each day until a 50% reduction has been reached. No credit will be given for work turned in after that time.

**Academic dishonesty:** Andrews University, as a Seventh-Day Adventist Christian institution expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by your instructor and the University. Academic dishonesty is a serious offence. It can be defined as (but not limited to):

Falsifying official documents; Plagiarizing, which includes copying others= published work and/or failing to give credit properly to other authors and creators; Misusing copyrighted material and/or violating licensing agreements; Using media from any source or medium, including the Internet with intent to mislead, deceive, or defraud; Presenting another's work as one's own; Using material during a quiz or exam other than those specifically allowed by the teacher; Stealing, accepting, or studying from stolen quizzes or exam materials; Copying from another student during a regular or take-home test or quiz; Assisting another in acts of academic dishonesty. Please see the Student Handbook for information regarding University enforcement penalties for academic dishonesty. (Andrews University 2011-2012 Bulletin, p. 38). In addition, a student will receive a reduced grade, and may receive a failing grade in the course.

**American Disabilities Act:** If you qualify for accommodations under this act, please see me as soon as possible for referral and assistance in arranging such accommodations.

**Cell Phones:** All cell phones are to be turned **off** during class time. Ringing or vibrating phones are a distraction to the students as well as to the instructor.

**Changes:** At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

## GRADING SUMMARY:

<i>Exams</i>	<i>220 points</i>
<i>Reports</i>	<i>150 points</i>
<i>Obs. Report</i>	<i>35 points</i>
<i>Treatment Plan</i>	<i>35 points</i>
<i>Presentation</i>	<i>45 points</i>
<i>Misc. &amp; attendance</i>	<i>100 points</i>

*Total points: 585*

## Grading Scale:

A	94 – 100%	C+	77 – 79%
A-	90 – 93%	C	73 – 76%
B+	87 – 89%	C-	70 – 72%
B	83 – 86%	D	60 – 69%
B-	80 – 82%	F	Below 60%

## TENTATIVE CLASS SCHEDULE

<b>January</b>	6	Orientation & Neuroanatomy	Chapter 1
	8	Neuroanatomy	Chapter 1
	10	Neuroanatomy	Chapter 1
			<b>Ch. 1-3 Taylor</b>
	13	Neuropathology	Chapter 1
	15	Neuropathology	Chapter 1
		Neuropathology	Chapter 1
			<b>Ch. 4-6</b>

20	Martin Luther King, Jr Day – <b>No class</b>			
22	The Neurological Assessment	Chapter 2		<u>10:40-11:20</u>
24	The Neurological Assessment	Chapter 2	<b>Ch. 7-9</b>	
27	The Neurological Assessment	Chapter 2		
29	Assessing Adults ...Neurogenic	Chapter 3		
31	Assessing Adults ...Neurogenic	Chapter 3	<b>Ch. 10-12</b>	
<b>February</b>	3	Assessing Adults...Neurogenic	Chapter 3	
	5	<b>Exam #1</b>		
	7	Neuro. Explanations of Aphasia	Chapter 8	<b>Ch. 13-15</b>
	10	Neuro Explanations of Aphasia	Chapter 8	
	12	Assessing Cognition	Chapter 4	
	14	Assessing Cognitions	Chapter 4	<b>Ch. 16-18</b>
	17	<b>President's Day – No School</b>		
	19	Assessing Language	Chapter 5	
	21	Assessing Language	Chapter 5	<b>Ch. 19-20 &amp; Appendix A-B</b>
	24	Assessing Functional Communication	Chapter 6	
	26	Assessing Functional Communication	Chapter 6	
	28	Context for Treatment	Chapter 7	
<b>March</b>	3	Context for Treatment	Chapter 7	
	5	Context for Treatment	Chapter 7	<b>Treatment Plan Due</b>
	7	Treatment Strategies	Chapter 9	
	10	Treatment Strategies	Chapter 9	
	12	Treatment Strategies	Chapter 9	
	14	<b>Exam #2</b>		
	<b>17, 19 &amp; 21 SPRING BREAK</b>			<b>Observation Report Due</b>
	24	Right Hemisphere Disorders	Chapter 10	Presenters:
	26	Right Hemisphere Disorders		
	28	Right Hemisphere Disorders		
	31	Traumatic Brain Injury	Chapter 11	Presenters:
<b>April</b>	2	Traumatic Brain Injury		
4	Traumatic Brain Injury			
7	Swallowing Disorders			Presenters:
9	Swallowing Disorders			
11	Swallowing Disorders			
14	Dysarthria	Chapter 13		Presenters:
16	Dysarthria			
18	Dysarthria			
21	Apraxia	Chapter 13		Presenters: