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SLP 566.V50: Acquired Cognitive-Communication Disorders

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SLP 566 B01 & 50: Acquired Cognitive-Communication Disorders

Spring 2023 | 3 credits | Hyflex: F2F (Curry 008) & Remote (Zoom) | Tuesdays 9:00 – 11:50am | CRN 33068 & 33069 | Zoom Link: <https://zoom.us/j/91503023224>

Contact Information

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Office Hours: By Appointment – please email me to schedule

Course Catalogue Description

SLP 566 – Acquired Cognitive-Communication Disorders. Offered intermittently. Prereq., Graduate standing.

Assessment, treatment, and prevention of acquired cognitive-communication disorders including pediatric and adult traumatic brain injury (TBI) and mild traumatic brain injury (MTBI), right hemisphere syndrome (RHS), and dementia. Emphasis on neurobiological principles of rehabilitation, differential diagnosis and theories, and evidence-based research pertaining to clinical management. Level: Graduate

Course Format

Welcome to SLP 566. **This class is a hyflex course (i.e., synchronous in-person and distance learning format) that combines lecture and seminar type content pertaining to the field of acquired cognitive-communication disorders.**

Topics include assessment, treatment, and prevention of acquired cognitive-communication disorders including pediatric and adult traumatic brain injury (TBI) and mild traumatic brain injury (mTBI), right hemisphere syndrome (RHS), dementia, and primary progressive aphasia. The emphasis is on neurobiological principles of rehabilitation, differential diagnosis and theories, and evidence-based research pertaining to clinical management. This course provides the foundation to clinical practice for patients with acquired cognitive-communication disorders.

To support your learning, I recommend the following weekly structure:

1. **BEFORE CLASS:** Read, listen, or watch the assigned readings, podcasts, or video content. This process will facilitate your class time learning and allow you to have background knowledge that will support high-quality, class-based discussions. I will provide PowerPoint slides available for you to support class-based notetaking.
2. **ATTEND CLASS:** Each class meeting is important. Attendance contributes to your final grade in the course. Class meetings will include the following: (1) housekeeping (e.g., review of assignments); (2) lecture/seminar/discussion pertaining to the weekly content; and (3) Q&A session to answer any questions you may have about previous or current content. Each week invites active student engagement in several types of activities, including reading, listening to podcasts, writing, reviewing/editing, engaging in discussions, and completing individual assignments.
3. **BETWEEN CLASSES:** Although I make every effort to adhere to the course schedule as outlined below, it is tentative and subject to change. Additional readings may be assigned. Any changes made to the schedule will be announced via Teams and email. Please turn on your email notifications for Moodle and Teams and to ensure that you do not miss any of these announcements. Consult your course syllabus and final exam schedule **BEFORE** making any travel plans. **Vacation plans are not an acceptable reason for missing class or rescheduling missed assignments.**

Course Objectives

The student will meet the following learning objectives and outcomes:

- Demonstrate a working knowledge of normal neuroanatomy, neurophysiology, and neuroplasticity for cognitive systems (e.g., memory, attention, executive function)
- Demonstrate a working knowledge of impaired neuroanatomy and neurophysiology stemming from brain injury; demonstrate a working knowledge of prevention for brain injury and degenerative diseases
- Demonstrate a working knowledge of neuroplasticity as it relates to neuro-rehabilitation for cognitive-communication disorders
- Demonstrate an understanding of the classification, characteristics, and etiologies of the different types and manifestations of cognitive-communication impairments across a range of diverse populations and diverse cultures
- Demonstrate a working knowledge of the World Health Organization international classification of functioning and disability (WHO-ICF) as it pertains to acquired cognitive-communication deficits across a variety of acquired neurologic disorders, disabilities, and cultural considerations
- Demonstrate the ability to evaluate and diagnose acquired cognitive-communication impairments and the impact those impairments have on participation in life
- Demonstrate the ability to devise and implement appropriate treatment plans for acquired cognitive-communicative disorders across impairment, activity, and participation levels of the WHO-ICF
- Demonstrate an understanding of models of rehabilitation and disability as they pertain to prevention, assessment, and treatment of acquired cognitive-communication disorders across diverse populations and cultural considerations
- Demonstrate the ability to effectively communicate, both orally and in written form, with patients, families, and professionals across diverse populations

American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Standards

In this course each graduate student in the School of Speech, Language, Hearing, & Occupational Sciences (SLHOS) will be provided with an opportunity to demonstrate required knowledge and/or skill development. ASHA has specified that to be competent and prepared for a clinical fellowship upon graduation, you must achieve a level of 80% or better on each associated standard of knowledge and skill. These knowledge and skills will be assessed as delineated in the syllabus (e.g., examination, paper, presentation, or project). Within this course, if a student is struggling in any knowledge and skill area, an additional learning opportunity (e.g., additional spoken or written summarizations of knowledge, project/paper revisions) may be provided to help support competency development. Regardless of the final grade in the course, if students continue to fail to achieve a competency level in associated knowledge and skill area, then a formal remediation plan will be developed and implemented. Refer to the formal remediation policy via the [SLHOS website](#).

ASHA Standard	ASHA Standard Type	ASHA Standard Description
IV-C	Speech, Language, Hearing, Communication, & Swallowing Disorders & Differences	<p>The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)</p> <p>The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.</p> <p>The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.</p>

ASHA Standard	ASHA Standard Type	ASHA Standard Description
IV-D	Prevention, Assessment, & Intervention	The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities. The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning). The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
IV-E, IV-G, IV-H	Contemporary Professional Issues	The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: contemporary professional issues and advocacy.
IV-F	Research	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.
V-A	Oral & Written Communication	The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.
IV-B	Basic Human Communication Processes	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.
V-B, 1a.	Basic Human Communication Processes	Conduct screening and prevention procedures (including prevention activities) The student will demonstrate the ability to conduct screening and prevention procedures in the area of cognitive aspects.
V-B, 2c.	Basic Human Communication Processes	Select or develop and use appropriate materials and instrumentation for prevention and intervention. The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of cognitive aspects.

Course Expectations, Guidelines, & Policies

As in all college courses, attendance in class (or via remote access) is expected and will contribute to your final grade. Researchers have found a positive correlation between class attendance and learning outcomes.

Here is what I expect from you during the Spring 2023 term:

- 1. Participate & Attend Class.** All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of the class. Each student is expected to read assigned material prior to class and participate in class discussions, whether attending remotely or in-person. Students are expected to be present (either in person or via remote access) and participate in all discussions and in-class activities.

2. **Notify the Instructor(s) about Absences.** Students must notify the instructor(s) of serious circumstances that result in missed deadlines to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing a deadline, students must consult with the instructor(s) regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from peers who were present during class meetings. If additional assistance is still necessary, an appointment should be scheduled with the instructor(s). Class time will not be used to go over material with students who missed class(es).
3. **Submit Assignments Appropriately and On Time.** Assignments must be submitted to the correct assignment drop box on Moodle. Assignments submitted via email, turned in as a paper copy, etc., will not be graded unless approved by the instructor. If the student is unable to submit an assignment electronically to the appropriate assignment drop box, it is the student's responsibility to contact UM Online technical support (243-4999) and resolve the issue. Work submitted late will result in the reduction of 5% *per day* that the assignment is late. Students are encouraged to turn assignments in on time.
4. **Format Assignments Appropriately and Use Person-First Language.** Unless otherwise specified, all typed assignments must be:
 - single-spaced, using APA-approved font styles and sizes – **APA 7th edition**
 - submitted as **MS Word** or **PDF** documents unless otherwise noted
 - named using the file-naming convention noted in the assignment description
 - In ALL work, use *person-first language* to be consistent with IDEA. Emphasize the person more than the disability (e.g., *a person with aphasia*, NOT *an aphasic*).
5. **Avoid Plagiarism.** Plagiarism is defined in the University of Montana's Student Conduct Code as "Representing another person's words, ideas, data, or materials as one's own". Students must acknowledge the work of others using appropriate referencing procedures as described in the APA (7th Edition) Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion. Submission of work taken directly from another source (e.g., copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged to use a variety of resources in obtaining ideas that will help complete assignments. See *the APA Guide (7th edition)* for the correct method to cite other authors' work.
6. **Have Academic Honesty.** The STUDENT CODE OF CONDUCT [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behaviour for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. The updated version of the Code took effect on August 1, 2020: [Student Conduct Code](#) (PDF Format). [Student Conduct Code](#) (Word Format). Questions regarding general conduct or concerns about student misconduct may be directed to the UM Housing Office at (406) 243-2611, or by email at kelly.magnuson@umontana.edu. If you wish to report an incident, please fill out the form below: https://cm.maxient.com/reportingform.php?UnivofMontana&layout_id=1 Questions regarding academic conduct can also be directed to the Office of the Provost and Vice President for Academic Affairs at (406) 243-4689.
7. **Access Disability Modifications (as needed).** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with the Office of Disability Equity, please contact ODE in Lommasson Center 154 or call 406.243.2243. The faculty of the School of Speech, Language, Hearing, & Occupational Sciences (SLHOS) are committed to working with you and ODE to provide an appropriate modification.

Here is what you can expect from me this spring:

1. If the class meeting will be recorded, I will notify you of this recording prior to the start of class.
2. I use Moodle for course management purposes. All course information will be posted to Moodle and all assignments will be submitted to Moodle.
3. I use Powerpoint slides to supplement my lectures and class activities. I share a student version of my general slides/lecture notes on Moodle. I highly recommend that you take your own notes during class lectures and workshops/activities as not all of the information we discuss in class will be on the PowerPoint slides. I share these general lecture notes to: (1) decrease the amount of in-class note-taking, thereby allowing more time for in-class activities, and (2) provide students who are unable to attend that class with an overview of the content covered.
4. Student work will be returned as scheduled on the syllabus. All work will be returned via Moodle, unless otherwise specified.
5. I will make every effort to create a learning environment in which students will feel comfortable asking questions, engaging in respectful debates, and discussing potentially sensitive issues without fearing judgment, ridicule, or backlash (from the instructor or classmates).
6. I will treat you with respect and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. I will gladly honor your request to address you by an alternate name or gender pronoun than what is on your registration.
7. I will keep our outside-of-class conversations confidential. Personal information conveyed to me (e.g., request to extend a deadline due attendance at a grieving ceremony, incarceration of a family member, mental health issues) will be kept confidential.

Required Textbooks & Media Content

The primary required course texts for SLP 566 include:

- Sohlberg, M.M & Mateer, C.A. (2001). *Cognitive Rehabilitation: An Integrative Neuropsychological Approach*. The Guilford Press. ISBN: 1-57230-613-0.
- Haskins, Cicerone, Dams-O'Connor, Eberle, Langenbahn, Shapiro-Rosenbaum, and Trexler (2012-2014). *Cognitive Rehabilitation Manual: Translating Evidence-Based Recommendations into Practice*. American Congress of Rehabilitation Medicine. ISBN: 978-0615538877.

To assist you with your writing assignments, please purchase the APA Manual, 7th edition if you have not already:

- Publication Manual of the American Psychology Association, *The Official Guide to APA Style*, 7th edition (2020). American Psychological Association, Washington, DC. ISBN 978-1-4338-3215-4 (hardcover); ISBN 978-1-4338-3216-1 (paperback); ISBN 978-1-4338-3217-8 (spiral)

I have also assigned several **podcasts** from the Academy of Neurologic Communication Disorders and Sciences (ANCDS) to accompany your weekly readings. Please check out the ANCDS website (www.ancds.org) and their many podcasts (<https://www.ancds.org/podcasts>). Links to the assigned podcasts are provided in the syllabus and available on Moodle.

Recommended (Not Required) Materials

Freeware (PDF available on Moodle shell): Weightman, Radomski, Mashima, Roth (2014). *Mild Traumatic Brain Injury Rehabilitation Toolkit*. Office of the Surgeon General, Borden Institute, Ft. Sam, TX.

Utianski, R. (2020). *Primary Progressive Aphasia and Other Frontotemporal Dementias: Diagnosis and Treatment of Associated Communication Disorders*. Plural Publishing.

Hickey, E.M. & Douglas, N.F. (2021). Person-Centered Memory and Communication Interventions for Dementia: A Case Study Approach. Plural Publishing.

Additional Course Resources

Additional readings and materials will be posted throughout the term on the course website (i.e., Moodle). Please follow the detailed course information that will be released each week on the online learning platform (i.e., Moodle).

The **UM Writing and Public Speaking Center** provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit early. Visit often. They're ready when you are. www.umt.edu/writingcenter.

Technology

You should have independent knowledge of and access to the following: sufficient internet speed/bandwidth, word processing, PDF converter, video recording, screen recording, and Zoom. When facing difficulty using technology (and Google can't help), please contact IT Help (406) 243-4357.

Please use technology during class in a responsible and respectful manner:

- Please silence all electronic devices before class begins
- Remote learning students must participate synchronously and fully (i.e., video & audio/mic on)
- Remote learning students must minimize visual distractions broadcast to the classroom (e.g., no TV in the background, do not walk around with your laptop, etc.)
- If you receive an urgent phone call during class (e.g., a family emergency), please exit the classroom (or mute your microphone and stop your video) before initiating your conversation to minimize disruption

Communicating with the Instructor(s)

Please use class time and office hours for communicating with the instructor. If you have a question about something, chances are, so do your classmates. It is far more efficient to ask these questions and have them answered during class so that all students can benefit from the clarification. Please be mindful of the fact that your professor's time is limited and frequent interruptions are detrimental to completing tasks in a timely fashion. **Allow at least 2 business days between the hours of 9:00 am and 5:00 pm for your instructor to respond to emails.** Make sure that the message in the subject line of the email reflects the content in the message being sent (please include the course number, SLP 566, in your subject line).

Course Grading Procedures

Assessment Information

Please review the following table for details about the course assessment information for SLP 566.

Contribution to Course Grade	Assessment Item	KASA Competency	Description of Assessment Item	Due Date(s)
10%	Attendance & Participation	V-B 1a, V-B 2c	Synchronous attendance of class meetings, participation in online or class-based forums, participation in class activities (e.g., screening tool practice); active engagement in class. Graded.	Throughout course
10%	Discussion Forums	IV-B, IV-C, IV-D, IV-E, IV-G, IV-H	During class, you will respond to/post about research articles/digital content pertaining to weekly course content. This will sometimes be done independently and other times in groups. Graded. Rubric available on Moodle.	Throughout course
20%	Quizzes	IV-B, IV-C, IV-D, IV-E, IV-G, IV-H	Three in-class, synchronous, closed-book, closed-note quizzes (6.66% each). Moodle based. Timed. Two attempts for each quiz, one independently, one in small groups. Final grade is average of two attempts. Graded.	See course schedule for dates

Contribution to Course Grade	Assessment Item	KASA Competency	Description of Assessment Item	Due Date(s)
5%	EBP Assignment #1: Topic Description + 3-5 references	IV-F, V-A	Select and describe your topic. Provide a minimum of 3-5 references to support your topic selection. Instructor(s) will provide feedback/suggestions for topic revision. Credit/No Credit.	Due 1/31 by 11:59pm
25%	EBP Assignment #2: Annotated Bibliography	IV-F, V-A	Conduct an evidence-based practice literature search and develop an annotated bibliography with a minimum of 7-10 peer reviewed scientific research articles. Graded. Rubric available on Moodle.	Part 1: 3-5 annotated references due 2/21 by 11:59pm. Feedback will be provided. Part 2: complete annotated bibliography due 03/15 by 12:30 pm.
15%	EBP Assignment #3: EBP Plain Language Abstract (i.e., Lay Abstract)	IV-F, V-A	Develop a 1-2 page plain language abstract summarizing the evidence base for your topic – using non-academic (i.e., layman’s) language. You are writing for other health care professionals. Instructor(s) will provide feedback/suggestions for revision. Graded. Rubric available on Moodle. https://www.transperfect.com/blog/plain-language-abstracts-benefit-your-research	Draft Due: 04/04 by 11:59pm pm. Feedback will be provided. Revised Final Draft Due: 05/02 by 11:59pm
15%	EBP Assignment #4: Abstract Blitz	V-A	Develop a single powerpoint slide to summarize your findings from your evidence-based practice literature search and complete a short presentation summarizing the evidence base for your topic. Graded. Rubric available on Moodle.	Due 05/01 by 11:59pm

Attendance & Participation

Students will participate in synchronous class meetings, activities, & discussions; Moodle-based forums; quizzes; and assignments. These activities will occur throughout the term, will be embedded in the course content, and will be graded (10% of your total grade). Students will not be able to make-up participation points if activities are missed.

Grading Criteria

Traditional grading. Rubrics are provided on Moodle.

The traditional grading scale is as follows: A: 93% or higher; A-: 90-92%; 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: 59% or lower

Place of Course in SLHOS Graduate Speech-Language Pathology Program

Purpose

The purpose of this three-credit course is to provide students with foundational knowledge and skills in the mechanisms, assessment, and management of acquired cognitive-communication disorders across the lifespan. Topics include assessment, treatment, and prevention of acquired cognitive-communication disorders including pediatric and adult traumatic brain injury (TBI) and mild traumatic brain injury (mTBI), right hemisphere syndrome (RHS), and dementia. The emphasis is on neurobiological principles of rehabilitation, differential diagnosis and theories, and evidence-based research pertaining to clinical management. This course provides the foundation to clinical practice for patients with acquired cognitive-communication disorders. The course fulfills a departmental requirement for a graduate degree in Speech, Language, Hearing, & Occupational Sciences.

Conceptual Framework for Learning Community and Diversity

As part of the [College of Health](#), this course provides students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. The goals of the learning community will be demonstrated through the following course-specific experiences: a) learning scientific writing; b) participating in face-to-face discussions and online forums during which students will interact with each other to apply course concepts; c) using person-first language and accessible, non-biased scientific writing. This course provides an authentic experience that allows students to integrate their academic, research, clinical, and professional knowledge.

Mission of Speech, Language, Hearing, & Occupational Sciences Program

The mission of the Speech-language pathology (SLP) Program in the School of Speech, Language, Hearing, & Occupational Sciences (SLHOS) is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

Campus Safety & Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana. Emergencies are rare, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies. Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. Areas of refuge are located at the elevator doors. Please notify your instructor(s) at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear. Please report suspicious activity by calling 911 or (406) 243-4000.

[An online form is also available](#). You may elect to remain anonymous when making a report. [Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Hide, Fight"](#) response for an [active shooter](#) incident. Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.

RUN

- ✓ Quickly assess your situation.
- ✓ Leave your belongings behind.
- ✓ Keep your hands visible for law enforcement.

HIDE

- ✓ Hide in an area out of the shooter's view.
- ✓ Block entry to your hiding place and lock the doors.
- ✓ Silence your cell phone and/or pager.

FIGHT

- ✓ As a last resort and only when your life is in imminent danger.
- ✓ Attempt to incapacitate the shooter.
- ✓ Act with physical aggression and throw items at the active shooter.

Course Schedule/Calendar

Please see the following table for an overview of course sessions, topics, and deadlines.

SLP 566 Spring 2023: Tentative Class Calendar - subject to change as needed

Week	Date of Class	Topic and Readings	Due Dates
01	01/17	LECTURE: Introduction to course, syllabus, Moodle, assignments; Introduction to Cognitive Rehabilitation across the Lifespan; Interprofessional Collaboration READINGS: Ch. 1 (Sohlberg & Mateer): Introduction to Cognitive Rehab; ASHA's Preferred Practice Patterns for Cog-Comm Disorders (URL)	
02	01/24	IN-CLASS DISCUSSION FORUM #1: ASHA's Preferred Practice Patterns for Cog-Comm Disorders (URL) Discussion of EBP Assignment LECTURE: Mechanisms of Acquired Brain Injury, Medical Diagnostic Techniques; In Class Activity (if time) READINGS: Ch. 2 (Sohlberg & Mateer): Neurological Disorders Associated with Cognitive Impairments; <i>OPTIONAL (Ng & Lee, 2019)</i>	
03	1/31	LECTURE: ABI cause and patient presentation overview Overview discussion of TBI, RHD, PPA, dementia, etc READINGS: TBD IN-CLASS ACTIVITY: Case study examples and discussion <i>Note- class will end by 11:30am this day</i>	<i>EBP Assignment #1: Topic Description + 3-5 Refs Due 1/31 by 11:59pm</i>
04	02/07	LECTURE: Variables Contributing to Neurological and Neurobehavioral Recovery: Demographic, Ethnic, & Cultural Variables; Injury-Related Variables; Psychological Variables; Neuroplasticity and Synaptic Reorganization; Training Program and Intervention Variables READINGS: Ch. 3 (Sohlberg & Mateer): Variables Contributing to Neurological and Neurobehavioral Recovery	<i>Instructor to return EBP Topic Description with feedback</i>
05	02/14	LECTURE: Assessment of Cognitive-Communication: Measuring Abilities and Impairments, Assessing Specific Cognitive Functions READINGS: Ch. 4 (Sohlberg & Mateer): Assessment of Individuals with Cognitive Impairments; IN-CLASS ACTIVITY: Modified Multiple Errands Test (if time) READINGS: Togher et al (2014) INCOG recommendations (PDF); Brown & Hux (2016). <i>Functional Assessment of Immediate Task Planning and Execution by Adults with ABI</i> (PDF)	
06	02/21	QUIZ #1 LECTURE: Introduction to Management of Cognitive Impairments, Collaborative Goal Writing READINGS: Ch. 1 (Haskins): Introduction: Principles of Cognitive Rehabilitation MEDIA: ANCDS Podcast with McKay Sohlberg (URL on Moodle); please watch Mackenzie Brown's poster presentation about her concussion project (VIDEO file on Moodle)	<i>EBP Assignment #2: Annotated Bibliography, Part 1 (3-5 references) Due 2/21 by 11:59pm</i>
07	02/28	IN-CLASS DISCUSSION FORUM #2: Togher et al (2014) INCOG recommendations (PDF) LECTURE: Management of Memory Impairments READINGS: Ch. 6 (Sohlber & Mateer): Memory Theory Applied to Intervention; Ch. 3 (Haskins): Rehabilitation for Impairments of Memory; Lanzi et al (2017). Person-Centered Memory and Communication Strategies for Adults with Dementia. <i>Topics in Language Disorders</i> , 37(4), 361-374 (PDF). <i>Note: class will end early this day by 11:15am</i>	<i>Instructor to return EBP Annotated Bibliography, Part 1 with feedback</i>

Week	Date of Class	Topic and Readings	Due Dates
08	03/07	GUEST SPEAKER: Kaylee Walter, M.S., CCC-SLP: Management of Attention Disorders IN-CLASS DISCUSSION FORUM #3: Ponsford et al (2014). INCOG recommendations for attention and information processing speed (PDF). READINGS: Ch. 5 (Sohlberg & Mateer): Management of Attention Disorders & Information Processing; Ch. 4 (Haskins): Rehabilitation for Impairments of Attention; Ponsford et al (2014). INCOG recommendations for attention and information processing speed (PDF).	
09	03/14	IN-CLASS DISCUSSION FORUM #4: Tate et al (2014). INCOG recommendations for EF and Self-Awareness (PDF) LECTURE: Assessment & Management of Unawareness & Neglect IN-CLASS ACTIVITY: Case study work and discussion READINGS: Ch. 9 (Sohlberg & Mateer): The Assessment and Management of Unawareness; Ch. 5 (Haskins): Rehabilitation of Hemispatial Neglect; Tate et al. (2014) INCOG recommendations for EF and Self-Awareness	<i>EBP Assignment: Annotated Bibliography, Part 2 (all references)</i> Due 3/14 by 11:59pm
10	03/21	SPRING BREAK – NO CLASS	
11	03/28	LECTURE: External Aids for Cognitive Rehabilitation & Management of Executive Function READINGS: Ch. 7 (Sohlberg & Mateer): Use of External Aids in Cognitive Rehabilitation; Ch. 8 (Sohlberg & Mateer): Management of Dysexecutive Symptoms; Ch. 2 (Haskins): Rehabilitation for Impairments of Executive Functions	
12	04/04	GUEST SPEAKER: Dr. Valerie Moody, Ph.D., LAT, ATC, CSCS, School of Integrative Physiology and Athletic Training GRIFFIN LECTURE: Cognitive-Communication Issues and effect on language READINGS: Ch. 10 & 15 (Sohlberg & Mateer): Communication Issues & Management Strategies for mTBI; Ch. 6 (Haskins): Rehabilitation of Impairments of Social Communication	<i>EBP Assignment: Draft of Plain Language Abstract</i> Due 04/04 by 11:59pm
13	04/11	QUIZ #2 LECTURE: SLP Management of mTBI/Concussion; Similarities and Differences in Treating Adults and Children READINGS: Brown et al (2019). The SLPs' Role in mTBI for Middle and High School-Age Children: Viewpoints on Guidelines from the Centers for Disease Control and Prevention, other readings TBD	
14	04/18	LECTURE: Introduction to Right Hemisphere Disorders & Behavioral, Emotional, and Psychosocial Concerns READINGS: Ch. 11-14 (Sohlberg & Mateer) MEDIA: A Conversation with Margaret Blake – Right Hemisphere Disorders https://soundcloud.com/ancds/ep-11-a-conversation-with-margaret-blake-right-hemisphere-damage-and-disorders ; ANCDs Podcast with Natalie Douglas (URL on Moodle)	<i>Instructor to return draft of EBP Plain Language Abstract with feedback</i>
15	04/25	LECTURE: Treating Dementia, Primary Progressive Aphasia, and other neurodegenerative disorders READINGS: TBD	
16	05/02	QUIZ #3 Abstract Blitz & Course Evals	<i>EBP Assignment: Abstract Blitz</i> Due MONDAY 5/01 by 11:59pm <i>Final Draft of EBP Plain Language Abstract</i> Due 05/02 by 11:59pm
17	FINALS WEEK 05/8	Finish Abstract Blitz Monday, May 8 (specific time to be announced soon)	