

Head Trauma Management

Audiology and Speech-Language Pathology 634 Spring 2005

Instructor: Shawn Nissen
Class Hours: 1:10p - 2:50p TTH
Location: 177 TLRB

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Course Description and Objectives:

This course is designed to be a study of the clinical neurology and management of head trauma begun in Motor Speech disorders (ASLP 575) and Aphasia (ASLP 676). Through text, lecture, and a variety of multi-media sources, students will be introduced to specialized knowledge relevant to the theoretical basis, prevention, clinical assessment, prognosis, and rehabilitation of communication disorders associated with head trauma. In addition, associated communication disorders such as dementia and various agnosias will also be discussed in this course.

Students must demonstrate a competent knowledge of each of the following course goals to receive credit for this course. A student's level of competency will be measured through both formative (F) and summative (S) evaluations. If a student fails to meet the 75% competency criterion for a specific course goal, the instructor may require the successful completion of remedial readings, assignments, or examination questions. A student's progress toward these standards will be communicated to the student through objective scoring and written feedback from the instructor and student peers.

By satisfactorily completing the formative and summative evaluations of this course, the student will make progress toward ASHA's 2005 standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards are also closely aligned with the conceptual framework (CF) of the David O McKay College of education, which aims to (1) embrace and apply the moral dimensions of teaching, (2) demonstrate academic excellence, (3) engage in meaningful collaboration, and (4) act with social competence.

CAA Standards addressed in this course are as follows:

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.

Standard III-G: The applicant must demonstrate knowledge of contemporary professional issues.

Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Goal #1 Students will demonstrate competent knowledge of the incidence, prevalence, and prevention of traumatic brain injury.

Specific Objectives	Methods of Examination	Feedback Mechanism	CAA Standard	College CF
Students will gain a knowledge of: <ul style="list-style-type: none"> the prevalence and incidence of aphasia. high risk factors associated with brain trauma. contemporary research and lifestyle strategies that facilitate neurological health. 	<ul style="list-style-type: none"> Midterm (F) Lit. Rev. (F) Final (S) 	<ul style="list-style-type: none"> Objective scores Written feedback 	III-C III-D III-G	CF-2

Goal #2 Students will demonstrate competent knowledge of the neuropathological correlates and mechanisms of brain trauma, as well as the related symptomology.

Specific Objectives	Methods of Examination	Feedback Mechanism	CAA Standard	College CF
Students will gain a knowledge of: <ul style="list-style-type: none"> the primary neuropathology of penetrating TBI. the primary neuropathology of closed head TBI. the mechanisms of linear acceleration injuries. the physical mechanisms and neuropathology of diffuse axonal brain injuries. the secondary effects of traumatic hematoma. the secondary consequences intracranial pressure. 	<ul style="list-style-type: none"> Midterm (F) Lit. Rev. (F) Final (S) 	<ul style="list-style-type: none"> Objective scores Written feedback 	III-C	CF-2

Goal #3 Students will demonstrate competent knowledge concerning the appropriate selection, administration, and interpretation of a variety of assessment techniques and measurement tools for dementia and other cognitive/communicative deficits related to brain trauma.

Specific Objectives	Methods of Examination	Feedback Mechanism	CAA Standard	College CF
Students will gain a knowledge of: <ul style="list-style-type: none"> basic principles of formal and informal assessment. the most frequently assessed behaviors. the strengths and weaknesses of common scoring systems. standardized tests in the assessment of TBI. assessment of functional communication. 	<ul style="list-style-type: none"> Midterm (F) Lit. Rev. (F) Final (S) 	<ul style="list-style-type: none"> Objective scores Written feedback 	III-D III-E III-G IV-B	CF-1 CF-2 CF-4

Goal #4 Students will demonstrate competent knowledge of the theoretical basis, methodology, and efficacy measures of a variety of treatment protocols designed to address dementia and other cognitive/communicative deficits related to TBI.

<p>Students will gain a knowledge of:</p> <ul style="list-style-type: none"> ◆ basic principles of the treatment of individuals with cognitive/communicative deficits related to TBI. ◆ variables that affect treatment outcome. ◆ functional treatment methods for deficits in auditory comprehension, verbal expression, memory, reading, writing, and pragmatics. ◆ techniques for effective documentation. ◆ functional treatment outcome measures. 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Lit. Rev. (F) ◆ Sense/stim assignment (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Written feedback 	<p>III-D III-E III-G IV-B</p>	<p>CF-1 CF-2 CF-3 CF-4</p>
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Goal #5 Students will demonstrate competent knowledge of the ethical and ethnocultural considerations in the assessment and treatment of a diverse patient caseload across varied clinical settings.

<p>Students will gain a knowledge of:</p> <ul style="list-style-type: none"> ◆ ethnocultural considerations in assessment and treatment. ◆ appropriate assessment and treatment methodology across varied clinical settings. ◆ ethical care for individuals with TBI. 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Lit. Rev. (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Written instructor comments 	<p>III-D III-E III-G IV-B</p>	<p>CF-1 CF-2 CF-4</p>
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Course Requirements:

Students are required to read any assigned chapters and or research articles prior to lecture. During lecture, class participation and questions regarding the topic material are strongly recommended. An evaluation (grades) of how well a student comprehends reading and lecture material will be based upon five in-class quizzes and a final examination. The final will be comprehensive in nature, measuring a student's knowledge of concepts presented throughout the semester. There will be no makeup or late exams given without a valid excuse. Any unexcused missed exams will not contribute points toward your final grade.

Students will also be required to complete the course assignments. The primary assignment is a written review of a book related to the management and consequence of traumatic brain injury. The choice of this book is to be made by the student and approved by the instructor. Since the book selection is in large part a matter of student choice, the book may not have been "pre-read" by the instructor. Thus, if the student encounters material that they deem is offensive or inappropriate in any way, I encourage them to choose an alternative selection that has been screened by the instructor.

Grading:

An evaluation of each student's progress toward the course goals will be communicated to the student through objective scoring from a midterm and final, as well as written feedback from the instructor on course assignments. A final course grade will be assigned on a straight scale and will be computed according to the following breakdown:

In-class Quizzes:	75 points
Book Review:	50 points
Class Participation:	25 points
Final Exam:	<u>150 points</u>
Total	(300/3)

After dividing the total number of points by 3, a final grade will be assigned according to the following scale: 94-100 A, 90-93 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, ect... Final grade points containing decimals will be rounded to the closest integer. However, as was stated in the objective section of the syllabus, a student must meet the 75% competency criterion for each course goal or complete remedial requirements (readings, assignments, examination questions) to the instructor's approval to receive credit for this course.

Readings: By assignment at the beginning of the preceeding week.

Additional Readings:

Adams, T. & Manthorpe, J. (Eds.). (2003). *Dementia care*. New York: Oxford University Press.

Ashley, M. J. & Krych, D. K. (Eds.). (1995). *Traumatic brain injury rehabilitation*. New York: CRC Press.

Bigler, E. D., Clark, E., & Farmer, J. E. (Eds.). (1997). *Childhood traumatic brain injury: Diagnosis, assessment, and intervention*. Austin, TX: PRO-ED.

Bortner, M. (Ed.). (1968). *Evaluation and education of children with brain damage*. Springfield, IL: Charles C. Thomas.

Bowler, J. V. & Hachinski, V. (Eds.). (2003). *Vascular cognitive impairment: Preventable dementia*. New York: Oxford University Press.

Broman, S. H., & Michel, M. E. (Eds.). (1995). *Traumatic head injury in children*. New York: Oxford University Press.

Gerring, J. P., & Carney, J. M. (Eds.). (1992). *Head trauma: Strategies for educational reintegration* (2nd ed.). San Diego, CA: Singular Publishing Group, Inc.

Glang, A., Singer, G. H. S., & Todis, B. (Eds.). (1997). *Students with aquired brain injury: The school's response*. Baltimore: Paul H. Brookes Pub. Co.

Goldberg, A. L. (Eds.). (1996). *Acquired brain injury in childhood and adolescence: A team and family guide to educational program development and implementation*. Springfield, IL: Charles C. Thomas.

Lichtenberg, P. A., Murman, D. L., & Mellow, A. M. (Eds.). (2003). *Handbook of dementia: Psychological, neurological, and psychiatric perspectives*. Hoboken, NJ: John Wiley & Sons, Inc.

Mendez, M. F. & Cummings, J. L. (2003). *Dementia: A clinical approach* (3rd ed.). Philadelphia: Butterworth Heinemann.

Murdoch, B. E. & Theodoros, D. G. (2001). *Traumatic brain injury: Associated speech, language and swallowing disorders*. In L. L. LaPointe (Series Ed.), *Neurogenic Communication Disorders Series*. San Diego, CA: Singular Publishing Group.

Rappaport, S. R. (Ed.). (1964). *Childhood aphasia and brain damage: A definition*. Narberth, PA: Livingston Publishing Co.

Snow, J. H., & Hooper, S. R. (1994). *Pediatric traumatic brain injury*. In A. E. Kazdin (Series Ed.), *Developmental Clinical Psychology and Psychiatry: Vol. 31*. Thousand Oaks, CA: Sage Publications, Inc.

Tyler, J. S., & Mira, M. P. (1999). *Traumatic brain injury in children and adolescents: A sourcebook for teachers and other school personnel* (2nd ed.). Austin, TX: PRO-ED.

Weiner, M. F. & Lipton, A. M. (Eds.). (2003). *The dementias: Diagnosis, treatment, and research* (3rd ed.). Washington, D.C.: American Psychiatric Publishing, Inc.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895. D-382 ASB.

Academic Misconduct

Academic misconduct is a serious matter and should be avoided. Details about what constitutes a violation of the Honor Code, Academic Honesty Policy, Academic Misconduct, and Plagiarism can be found in the Course Catalog. Any instance of academic misconduct will result in a failing grade in this course.

Estimated Course Outline

Week	Date	Topic
1	4/26 & 4/28	Prevention, Classification & Assessment of TBI
2	5/3 & 5/5	Early stage tx. (comma stimulation)
3	5/10 & 5/12	Middle stage tx.
4	5/17 & 5/19	Late stage tx. (educational reintegration)
5	5/24 & 5/26	Classification & Assessment of Dementia
6	5/31 & 6/2	Treatment of Dementia
7	6/7	Tracheostomy and Ventilator dependent care
7	6/9	Ethical and Multicultural Considerations

Important Course Dates

Midterm Exam:	May 19
Book Review:	June 7
Reading Day:	June 14 (Tuesday)
Final Exam:	June 15 (Wednesday) 11-12:50pm