

Traumatic Brain Injury

Communication Disorders 634

Fall 2019

Instructor: Shawn Nissen
Class Hours: 9:00 - 10:40 M
Location: 125 TLRB

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Course Description and Objectives:

This course is designed to be a study of the clinical neurology and management of traumatic brain injury. 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 traumatic brain injury. 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. 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.

The goals and outcomes of the graduate program in Communication Disorders are based on the professional preparation of students and focus on nine areas of clinical knowledge and skills as well as additional preparation. This course will address the four areas listed under Standard III-C below. By satisfactorily completing the formative and summative evaluations of this course, the student will make progress toward ASHA's Standards for the Certificate of Clinical Competence in Speech-Language Pathology.

CAA Standards addressed in this course

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. Specific knowledge related to this course are as follows:

- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

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.

ComD learning outcomes addressed in this course are as follows:

- **Receptive and Expressive language**

Students will explain receptive and expressive language (*phonology, morphology, syntax, semantics, and pragmatics*) in speaking, listening, reading, writing, and manual modalities in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders.

- **Cognitive Aspects of Communication**

Students will explain cognitive aspects of communication (*attention, memory, sequencing, problem-solving, executive functioning*) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders

- **Social Aspects of Communication**

Students will explain social aspects of communication (*including challenging behavior, ineffective social skills, lack of communication opportunities; the behaviors associated with communication including human relationships and interactions*) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders.

Learning Outcome #1 Students will demonstrate competent knowledge of the incidence, prevalence, and prevention of traumatic brain injury (TBI).

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
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.	◆ Midterm (F) ◆ Final (S)	◆ Objective scores ◆ Written feedback	III-C III-D III-G

Learning Outcome #2 Students will demonstrate competent knowledge of the neuropathological correlates and mechanisms of TBI, with specific knowledge of receptive/expressive language impairment across modalities, as well as deficits in cognitive and social aspects of communication.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
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.	◆ Midterm (F) ◆ Final (S)	◆ Objective scores ◆ Written feedback	III-C

Learning Outcome #3 Students will demonstrate competent knowledge concerning the assessment of dementia and communication difficulties related to TBI, including consideration of receptive/expressive language impairment across modalities, as well as deficits in cognitive and social aspects of communication.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
<p>Students will gain a knowledge of:</p> <ul style="list-style-type: none"> ◆ basic principles of formal and informal assessment. ◆ the most frequently assessed behaviors related to TBI and cognitive communication. ◆ the strengths and weaknesses of common scoring systems. ◆ standardized tests in the assessment of TBI and cognition. ◆ assessment of functional communication. 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Assessment Tutorials (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Written feedback 	III-D III-E III-G IV-B

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

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
<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, attention, memory, executive functioning, reading, writing, and pragmatics. ◆ techniques for effective documentation. ◆ functional treatment outcome measures. 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Book Review(F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Written feedback 	III-D III-E III-G IV-B

Learning Outcome #5 Students will demonstrate competent knowledge of the appropriate assessment and treatment methodology for culturally and linguistically diverse (CLD) populations of varying ages and differing levels of disability.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
<p>Students will gain a knowledge of:</p> <ul style="list-style-type: none"> ◆ procedures for least biased/alternative assessment/intervention for CLD populations ◆ sociocultural factors that may affect services to members of CLD populations ◆ professional and public policies relevant to the delivery of services to CLD populations 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Written instructor comments 	III-D III-E III-G IV-B

Learning Outcome #6 Students will demonstrate competent knowledge of the standards of ethical conduct, safety procedures (universal precautions), and legal considerations (e.g., HIPAA).

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
<p>Students will gain a knowledge of:</p> <ul style="list-style-type: none"> ◆ standards delineated in the ASHA Code of Ethics. ◆ ethical care for individuals with aphasia ◆ universal precautions across differing clinical sites ◆ legal issues regarding billing and patient confidentiality (HIPAA). 	<ul style="list-style-type: none"> ◆ Midterm (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores 	III-D III-E III-G

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 on the reading assignments, online assessment modules, and two exams. The final will be comprehensive in nature, measuring a student's knowledge of concepts presented throughout the semester. Late exams without a university approved excuse will incur a 10% per day penalty.

Students will also be required to complete 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:

Reading\focus questions:	20 points (2 for each chapter)
Book Review:	20 points
Online Assessment Tutorials	10 points
Exam 1:	50 points
Final Exam:	<u>100 points</u>
Total (200/2)	

After dividing the total number of points by 2, a final grade will be assigned according to the following scale: 95-100 A, 90-94 A-, 87-89 B+, 83-86 B, 80-83 B-, 77-79 C+, 73-76 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.

Attendance is required for all scheduled lectures, if a student is significantly late or misses a lecture without a university-defined excuse, 3 points may be deducted from the student's final grade.

Required Texts:

- Hux, Karen. Assisting Survivors of Traumatic Brain Injury: The role of Speech-Language Pathologists, 2nd edition.

Additional Readings (optional):

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

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

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.

Disclaimer

Sometimes I receive questions in class regarding personal medical situations or conditions. I am not a physician (nor do I play one on TV), thus I must decline to answer or comment about these types of enquiries. Any specific questions of a personal nature should be directed toward your physician. All information presented in class is presented for general informational purposes only, and does not represent medical advice in any way.

Estimated Course Outline

Date	General Topic	Assignment
9/9	Introduction	Hux Chapter 1
9/16-9/24	No Lecture	
9/30	Epidemiology of TBI	Hux Chapter 2
10/7	Mechanisms of TBI	Hux Chapter 4
10/14	Agitation/Pyschosocial Considerations	Hux Chapter 5
10/21	Attention Deficits	TBA
10/28	Memory Deficits	TBA
11/4	Executive Functioning Deficits	TBA
11/11	Assessemnt	TBA
11/18	Cognitive Rehabilitation	TBA
11/25	Cognitive Rehabilitation	TBA
12/2	Family Dynamics/Ethics of Treatment	Hux Chapter 13 & 14
12/9	Book Review Discussions	

Important Course Dates

Exam 1:

October 28

Book Review:

December 9

Final Exam Due:

Date assigned by University

Book Review Assignment

Purpose: To expose students to literary sources outside their text and assigned research articles that may help educate themselves regarding the impact and consequences of traumatic brain/neurological injury on patients and their families. It is hoped that through this experience students may learn a little about what individuals experience when faced with the daunting task of managing and recovering from a brain injury.

“It is through the lives of the patients and families who have had to endure the tragedy of brain injury. It is through them that we have learned so much, both intellectually and emotionally. They endure on a minute-to-minute and hour-to-hour basis those things that we all hope we will never have to face. We have never walked in their shoes nor had to sit in their chairs, but we hope that our collective experience with dealing with brain injury rehabilitation will help families adjust to a new way of life – as well as deal with the difficult issues and challenges that arise on a daily basis...”

Selnick, S. & Dougherty, K. (2001). *Living with Brain Injury: A guide for families*. Birmingham: HealthSouth Press.

Possible Sources: A book associated with the topic of Traumatic Brain Injury or related symptoms (e.g., aphasia, CVA, dementia, etc...) that is chosen 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.

Length: Approximately 3 – 4 pages double spaced.

Format: Preferably APA style; be consistent

Organization and Content:

- Summarize the book in your own words (don’t just rewrite the introduction).
- Provide a personal critique of the book.
- Provide your opinion as to whether the book would be of value to a rehabilitation professional (e.g., SLP, PT, OT, etc...), a patient, and members of the patient’s family or support group.
- State if you would recommend this book.
- Use an objective scale to grade the book (e.g., stars, thumbs, etc...).

Grading Criteria: content (10 pts), clarity (5 pts), organization (5 pts).