

## CDIS 659 Neurogenic Communication Disorders of Cognition and Language

### COURSE DESCRIPTION & OBJECTIVES

The purpose of this course is to provide graduate students with an overview of neurologically acquired adult language and cognitive disorders. Students will understand language and/or cognitive deficits that result from stroke (left and right hemisphere lesions), traumatic brain injury, and dementia from neurological, theoretical and clinical perspectives. Students will learn knowledge of anatomical and physiological bases of language disorders and will be able to describe their neurological and language/speech/cognitive symptoms. Students will demonstrate knowledge of language and cognitive tests and will administer several selected tests. Students will interpret treatment literature and develop appropriate treatment paradigms based on diagnostic information. Students will learn through assigned reading, lectures, student assignments and class presentations. Clinical case discussions, including case history, neurological exam results, behavioral symptoms, and lesion information will be used to explore clinically relevant issues and to develop basic differential diagnostic skills, treatment protocols and evidence-based practice.

### REQUIRED TEXTBOOK

- Murray, L.L., & Clark, H.M. (2015). *Neurogenic disorders of language and cognition: Evidence-based clinic practice* (2<sup>nd</sup> Ed.). Austin, TX: Pro-Ed.

### RECOMMENDED TEXTBOOKS:

- \*Brookshire, R.H & McNeil, M.R. (2014). *Introduction to Neurogenic Communication Disorders* (8<sup>th</sup> Ed.). St. Louis: Mosby.
- \*Papathanasiou, I., & Coppens, P. (2017). *Aphasia and related neurogenic communication disorders*. Jones & Bartlett Learning: New York.
- Cherney, L.R., Halper, A.S. (2000). Assessment and treatment of functional communication following right hemisphere damage. In L.E. Worrall & C.M. Frattali (Eds.). *Neurogenic communication disorders: A functional approach*, (pp. 276-292), New York: Thieme.
- Myers, P. S. (1999). *Right hemisphere damage: Disorders of Communication and Cognition*. Singular Publishing Group: San Diego.
- Sohlberg, M. M. & Turkstra, L. S. (2011). *Optimizing Cognitive Rehabilitation – Effective instructional methods*. The Guilford Press: NY.

### Diversity, Equity & Inclusion:

At CSUN, we are fortunate to belong to a campus community that is diverse. We value equity and inclusion, must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive classroom environment. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives of the students and instructor in this class. Each of us is responsible for creating a safer, more inclusive classroom environment- both in person and virtual. I ask that you engage in discussions with care and empathy.

### COURSE REQUIREMENTS

**3 Exams** (50 points each; totaling 150 points)

**4 Assignments** (totaling 90 points)

- Assignment # 1: Reviewing standardized tests (15 points)
- Assignment # 2: Cueing hierarchies in assessment and treatment (25 points)
- Assignment # 3: Treatment Case Discussion: goals and therapy (35 points)
- Assignment # 4: Article Review (Evidence-based method) Presentations (15 points)

\* *Assignment instructions are available in Canvas*

| Total Percentage | Minimum Points | Letter Grade |
|------------------|----------------|--------------|
| 90-100           | 215            | A            |
| 80-89            | 192            | B            |
| 70-79            | 168            | C            |
| 60-69            | 145            | D            |

### **Attaining the ASHA KASA competencies linked to this course:**

While the University uses letter grades to evaluate and document student performance in a class, students in Communication Disorders and Sciences must also demonstrate performance that is sufficient to establish their competency for each KASA standard delineated on p. 3 of this syllabus. If a student does not attain a passing grade on the measures (exams and assignments) used to evaluate their progress for any standard associated with this course, they will need to complete a remediation program in order to attain the specific competency. Performance on a remediation assignment will not change or replace the grade already achieved by the student for the assignments in question, but it will allow the student the opportunity to demonstrate the competencies in a second attempt as they work to complete KASA standards for ASHA.

Remediation assignments must be completed by the date determined by the instructor (after the second midterm but before the final). If a remediation assignment is necessary but not turned in to the instructor by the due date, students will be given an incomplete for the course.

The remediation plans for this course depend on the standards, which have not been attained. Examples of remediation activities include:

- Write a summary and comparison of two treatment articles provided by the instructor.
- Submit a case study analysis provided by the instructor and achieve a passing score ([passing is equivalent to a "C"](#)).

### **Department and University Policy**

#### **Special Needs**

Students with a documented disability, including a learning disability, are eligible for accommodations through Disability Resources and Educational Services (DRES). Students are encouraged to request accommodations early on and to discuss their accommodations with me as soon as they are approved by Disability resources and Educational Services (DRES).

#### **Academic Honesty**

You are responsible for making yourself aware of and understanding the policies and procedures in the University Catalogs that pertain to Academic Honesty. Students should follow all policies concerning academic honesty as specified in their student code of conduct. Students should not copy activities that other students have done. In this course and all others, acts of cheating, plagiarism, misrepresentation, or other forms of dishonesty are not tolerated. Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade in the course, to referral to the Office of Student Affairs for determination of suspension or dismissal from the University, as described in the University Catalog, as well as online at

## A Note About Artificial Intelligence (AI) Tools

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT, Google Gemini, and Microsoft Copilot/Bing for text and Adobe Express/Adobe Firefly, Dall-E, and Night Cafe for images. This policy governs all such tools, including those released during our semester together. A more complete statement of my AI policy will be provided in the first Zoom session, but my policy can be summarized as:

- You may use text-based tools to help improve your writing or to find references/resources, but you may not use these tools to generate text for your assignments. (If you do not understand the distinction, please reach out to me.)
- Use of AI tools to write your papers or other assignment submissions or failure to disclose use of AI tools in the context of your classwork, will be treated the same as any other kind of academic dishonesty (see A NOTE ABOUT APPROPRIATE ACADEMIC CONDUCT, in this syllabus).
- \*If you use AI tools, you **must disclose** this in the assignment/submission, indicating what tool was used, what it was used for, and **your reflections** on the experience.

**Please note:** An AI-powered plagiarism detection tool is integrated into Canvas. It automatically reviews all report submissions and will notify both you and the instructor if any content is flagged for potential plagiarism. To avoid issues, ensure that all work submitted is your own and properly cited when necessary.

## ASHA STANDARDS (KASA) & LEARNING OBJECTIVES

### *Knowledge and Skills Analysis (KASA) for Department Majors*

This course contributes to acquisition of the following knowledge and skills, delineated by the American Speech-Language Hearing Association as required components of education and training in speech-language pathology:

- Standard III-A Principles of (Met through SLO 10, 11; Exam 2)
- Standard III-B. Basic Communication Processes (Met through SLO 1, 2: Exam 1 and 2)
  - Basic communication processes – Neurological, Developmental/Lifespan, Cultural
- Standard III-C. Knowledge of the Nature of the Following Disorder Categories (Met through SLO 3, 4, 5, 6, 8: Exam 1 and 2)
  - Receptive/Expressive language- Etiologies, Characteristics
  - Cognitive Aspects of Communication - Etiologies, Characteristics
  - Hearing and Impact on Speech and Language – Characteristics
- Standard III-D. Prevention, Assessment and Treatment of the Following Disorder Categories (Met through SLO 5, 7, 9: Exams 1, 2 and 3, Assignments 1, 2, 3 and 4)
  - Receptive/Expressive Language - Prevention, Assessment, Intervention
  - Cognitive Aspects of Communication - Assessment, Intervention
  - Social Aspects of Communication - Assessment, Intervention
  - Communication Modalities - Assessment, Intervention
- Standard III-E. Standards for Ethical Conduct (Met through SLO 5,10: Exam 2)
- Standard III-F. Research and Integration of Research Principles into Evidence-Based Clinical Practice (Met through SLO 4, 5, 7, 8, 9: Exams 1, 2 and 3, Assignments 3 and 4)
  - Communication Modalities - Assessment, Intervention
  - Social Aspects of Communication - Prevention, Assessment, Intervention

## Course Learning Objectives

The following are the course learning objectives:

1. Describe the basic principles of localization of function and hemispheric specialization with regard to the relationship between cognitive ability and neurological substrate.
2. Describe normal cognitive and linguistic changes associated with normal aging.
3. Describe basic models of cognitive processes as they relate to communication abilities.
4. Describe basic models of neurolinguistic processing, as well as common patterns of impairments of these processes in individuals with traumatic brain injury, aphasia, and the dementias.
5. Discuss medical, behavioral, multicultural and ethical considerations important for management of individuals with neurogenic communication disorders.
6. Describe basic categorization schemas (e.g. aphasic syndromes) for the aphasias, as well as discuss expected communication profiles for individuals with each syndrome.
7. Plan assessment appropriate for cognitive and linguistic problems of individuals with neurogenic communication disorders, including differential diagnosis of acquired cognitive impairment and neurogenic language disorders.
8. Discuss current hypotheses regarding recovery in aphasia and cognitive disorders with regard to both recovery of brain function as well as recovery of communicative skills.
9. Plan remediation and rehabilitation programs appropriate for clients with neurogenic language and cognitive disorders.

## Course Schedule

| Week | Topics                                                                                                                                                                                                                                    | Reading<br>(Brookshire)                            |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| WK1  | <b>Introduction to neurogenic communication disorders</b><br><b>Neuranatomy review</b>                                                                                                                                                    | Ch<br><b>CTCSLP 1a1a</b>                           |
| WK2  | <b>Aphasia:</b> Types of Aphasia—Structures and Processes                                                                                                                                                                                 | Ch 8<br><b>CTCSLP 1b1b</b>                         |
| WK3  | <b>Aphasia:</b> Evaluation & Treatment Part 1<br>The role of cultural, socio-economic and dialectic diversity.<br>Collecting relevant case data. Assignment #1: Reviewing published tests<br>(Impairment-focused measures): WAB-R, BDAE-3 | Ch 5, 6, 9<br><b>CTCSLP 2c</b><br><b>CTCSLP 4a</b> |
| WK4  | <b>Aphasia:</b> Treatment Parts 1 & 2<br>Assignment #1: Reviewing published tests<br>(Functional measures): ALA, CADL-2                                                                                                                   | Ch 9<br>(Assig#2 given)                            |
| WK5  | <b>Aphasia:</b> Cognition<br>Assignment #1: Reviewing assessments (CLQT, CAM)                                                                                                                                                             | Ch 4, 7                                            |
| WK6  | <b>Right Hemisphere Damage:</b> Intro, Evaluation<br>Assignment #3: Treatment & Case Assessment including clients from<br>diverse backgrounds, Discussion (Aphasia)<br>Assignment #4: EBP Article Review Presentation (Aphasia)           | Ch 10<br><b>CTCPD 5b</b>                           |
| WK7  | <b>Right Hemisphere Damage:</b> Evaluation & Treatment<br>Assignment #2 Intervention Strategies (Cueing hierarchies assignment)<br>and strategies to monitor client progress.                                                             | Ch 10<br><b>CTCSLP 5b5b</b><br><b>CTCSLP 5e</b>    |

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| WK8  | <b>Exam 1: Aphasia</b> —Objective Test covering normal Physical Structures & Processes, causes and types of Aphasia, & assessment with data gathering techniques and strategies of intervention across normal and diverse populations.                                                                                                                                                                                                                                                                              | CTCSLP 1a, 1b, 2c, 4a, 5b<br>CTCPD 5b                     |
| WK9  | <b>Spring Break</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                           |
| WK10 | Assignment #1: Reviewing published tests (MIRBI-2, RHLB)<br>Assignment # 3: Evidence based multifaceted treatment for diverse clients - Case Discussion (RHD)<br>Assignment # 4: EBP Article Review Presentation (RHD)                                                                                                                                                                                                                                                                                              | CTCPD 3c3c                                                |
| WK11 | <b>Traumatic Brain Injury:</b> Speech, language, hearing, and swallowing disorders & relevance to the, Evaluation & Treatment, of TBI                                                                                                                                                                                                                                                                                                                                                                               | CTCSLP 3a                                                 |
| WK12 | Assignment #1: Reviewing published tests (BURNS, BADS)<br>Assignment #3: ETHICAL STANDARDS Treatment Case Discussion (TBI)<br>Assignment #4 EBP Article Review Presentation –the role of AT and AAC in rehabilitation (TBI)                                                                                                                                                                                                                                                                                         | CTCPD 2b2b<br>CTCPD 6c6c                                  |
| WK13 | <b>Exam 2: Objective Test</b> covering: Speech & Language & swallowing disorders resulting from RHD and TBI; and intervention strategies with feedback to determine progress.                                                                                                                                                                                                                                                                                                                                       | CTCSLP 3a, 5e                                             |
| WK14 | <b>Dementia:</b> Intro, Evaluation, Treatment                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Chapter 12                                                |
| WK15 | Assignment #1: Reviewing published tests (ABCD, FLCI)<br>Assignment # 3: Treatment Case Discussion-assessing and interpreting formal and informal Tests to determine progress and or need for referral (Dementia)<br>Assignment # 4: EBP Article Review Presentation (Dementia)                                                                                                                                                                                                                                     | CTCPD 5c5c<br>CTCSLP 4e                                   |
| WK16 | TBA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                           |
| WK17 | <b>Final Exam Objective Test covering:</b> Ethical Issues; the use of evidence based strategies of assessment and rehabilitation; the least biased testing issues with diverse populations; formal and informal tests to reflect client progress and/or need for program modification; normal physical structures and processing underlying speech and language development; assessment and data gathering and interpretation of formal and informal tests to develop intervention strategies or to make referrals. | CTCPD 2b,3c,5b,5c,6c<br><br>CTCSLP 1a, 1b, 2c, 4a, 4e, 5b |

**CDIS 659 Neurogenic Communication Disorders of Cognition and Language**  
**Linking Document**

**Legend**

**Introduced (I)**

**Practiced (P)**

**Assessed (A)**

**CTCPD**

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**CTCSLP**

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