APPLICATION FOR NEW COURSE

1. Submitted by College of Allied Health Professions Date 12/10/01
   Department/Division offering course Rehabilitation Sciences/Communication Disorders

2. Proposed designation and Bulletin description of this course:
   Analysis, identification and management of acquired neurogenic disorders of language and cognition. Primary emphasis is given to aphasia, dementia, and right hemisphere dysfunction.
   a. Prefix and Number CD 677
   b. Title* Neurogenic Communication Disorders I
      NOTE: if the title is longer than 24 characters (including spaces), write a
      Sensible title (not exceeding 24 characters) for use on transcripts. Neuro Dis I
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week 0
   f. Credits 3
   g. Course Description: Analysis, identification and management of acquired neurogenic disorders of language and cognition. Primary emphasis is given to aphasia, dementia, and right hemisphere dysfunction.
   h. Prerequisites (if any): Graduate status in RHB or CODI or consent of instructor
   (l) May be repeated to a maximum of 0 credits (if applicable)

4. To be cross-listed as: N/A N/A
   Prefix & No. Signature, Chairman, cross-listing department

5. Effective Date: Summer 2003 (semester and year)

6. Course to be offered (a) XXX (b) (c) XXX
   Fall Spring Summer

7. Will the course be offered each year? Yes
   (Explain if not annually):

8. Why is this course needed:
   This course is part of a complete curriculum revision for the Communication Disorders Division. This course represents essential content leading to the Master's degree. Course content includes content from former CD 672 as well as additional content in disorders of adult cognition and language.

9. a. By whom will the course be taught? Communication Disorders Faculty
   b. Are facilities for teaching the course now available? Yes
      If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated? 30-32

11. Will this course serve students in the Department primarily? Yes
    Will it be of service to a significant number of students outside the Department? No
Will the course serve as a University Studies Program course? No
If yes, under what Area? N/A

12. Check the category most applicable to this course:
   - XX. traditional; offered in corresponding departments elsewhere;
   - ______ relatively new, now being widely established
   - ______ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program? No
If yes, which? N/A

14. Will adding this course change the degree requirements in one or more programs? Yes
If yes, explain the change(s) below:
This course will be required for a master's degree in Communication Disorders. It is part of a
major curriculum revision proposed for the undergraduate and graduate programs in
Communication Disorders. A complete proposal is being submitted concurrently.

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference
list to be used.
See the attached syllabus.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the
Community College System has been consulted. N/A

17. Within the Department, who should be contacted for further information about the proposed
course?
Name and Phone Extension: Jodelle F. Deem 257-7923

*NOTE: Approval of this change will constitute approval of the program change unless other program
modifications are proposed.

11. Is this a minor change? ☐Yes ☐No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are
sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems
the change to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be contacted for further information about the proposed
course?
Name: Jodelle Deem Phone Extension: 257-7923
ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. (University Senate Rules, Section III - 3.1)

Rev 11/98
Readings:


Neuroanatomy Booklet at Kennedy's Bookstore

Additional readings – will be available as needed

Course Objectives:

Upon completion of this course, the student will:

1. Understand basic neuroanatomy and physiology as it pertains to acquired language disorders.
2. Understand the causes and presentation ofaphasia.
3. Be able to differentially diagnose aphasia from other acquired neurogenic disorders.
4. Understand assessment tools of aphasia and other acquired neurogenic language disorders.
5. Understand treatment strategies and programs for aphasia and other acquired neurogenic language disorders.

Course Requirements and grading:

1. Exams: 300 points
   - Exam 1: Worth 100 points
   - Exam 2: Worth 100 points
   - Final Exam (3): Worth 100 points

2. Participation: 40 points
   - Telerounds: must attend at least two telerounds. Worth 20 points
     - Teleround 1: Distinguishing Between Symptoms Associated with Spasmodic Dysphonia, Vocal Tremor, and Muscle Tension Dysphonia
     - Teleround 2: Neurobiological Correlates of Normal and Disordered Language Development
     - Teleround 3: Effects of Exercise and Cognitive Stimulation on the Progression of Alzheimer's Disease
     - Teleround 4: 1:00-2:00 - Efficacy of Aphasia Treatment

Case Studies: must attend at least one case study – presented by the Interdisciplinary Geriatric Group. Worth 10 points. Dates TBA.

Listserv: must join the adult neuro listserv. We will spend the first ten minutes of every other class period discussing the latest topics presented on the listserv. Participation in these discussions are required. Go to the following page: http://cnet.shs.arizona.edu/cnet/adult/index.html On the left column, select Subscribe and follow the directions. Make sure you sign up for the adult neurogenic listserv. You may sign up for the child neurogenic listserv as well, but we will not be discussing this one in class. Worth 5 points.

Study Participation: Participate in one study. Sign up sheets will be passed around in class and will be posted. Worth 5 points.
3. Projects: 160 points

Evidence-Based Practice Poster Session: Worth 100 points. You will receive information for this project.

Reflection Paper: Worth 50 points. Read “My Walkabout” and write a reflection paper regarding the impact this book has on your development as an SLP.

Homework/Class work: At various times during the semester I will have you complete in-class/homework assignments. Worth 10 points.

The grading scale is as follows:
450-500 points – A
400-449 points – B
350-399 points – C
300-349 points – D
250 < 299 points – E

Everything else you need to know:

Assignments are due at the beginning of class. Tardiness in turning in assignments may result in a lower grade.

The course syllabus provides a general plan for the course; deviations may be necessary.

Attendance is strongly encouraged.

Excused absences: Acceptable reasons for excused absences are listed in Student Rights and Responsibilities, Section 5.2.4.2. Briefly, these include illness, death of someone in the student’s immediate family, University sponsored trips, major religious holidays, and other circumstances the instructor finds reasonable. Note: If you intend to be absent to observe a major religious holiday, you must notify the instructor in writing by January 29.

Inclement weather: In case of inclement weather or emergencies, class will be held unless canceled by the University administration. Announcements will normally be made by 6am on UKTV Cable Channel 16, or the UK Infoline at 257-5684. Students should use their judgment about whether to come to class.

Cheating and Plagiarism: Descriptions of what constitutes cheating and plagiarism are found in Students rights and Responsibilities, Sections 6.3.1 and 6.3.2. Be aware that the minimum punishment for either of these offenses is an “E” in the course.

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<thead>
<tr>
<th>Topic area</th>
<th>Class Time</th>
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<tbody>
<tr>
<td>Anatomy/physiology review</td>
<td>2</td>
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<tr>
<td>A conceptual framework for clinical decision making</td>
<td>1</td>
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<tr>
<td>Continuum of independence</td>
<td></td>
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<tr>
<td>• WHO classification of disablements</td>
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<tr>
<td>• Continuum of care (acute, intermediate, chronic)</td>
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Aphasia in adults

Introduction to the study of aphasia: 1
• Epidemiological factors
• Pathophysiology
• Medical treatment
Clinical management across the spectrum of care
• Assessment, diagnosis, treatment planning
• Intervention (when, for how long, how)
• Outcome measurement/documentation

Severe aphasia 3
Moderate aphasia 3
Mild aphasia 1

Right Hemisphere Communication Disorders
Role of right hemisphere in language processing; speech/language features associated with RHCD 1
Assessment/Diagnosis RHCD 1
Intervention practices in RHCD 1

Dementias
Epidemiological factors, pathophysiology, medical management, differential diagnosis 1
Language, cognitive, and pragmatic features of dementing illnesses 1
The role of the SLP in the management of patients with dementia: assessment, team management, maintenance, quality of life 2