



Department of Speech, Language, and Hearing Sciences

COLLEGE of PUBLIC HEALTH AND HEALTH PROFESSIONS

SPA 5254: Neurocognitive Language Disorders Thursdays 8:30-11:30am, HPNP, G112

COURSE SYLLABUS: Fall 2024 Semester

Instructor: Charles Ellis, Ph.D. CCC-SLP

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Office Hours: Thursdays 1-4 p.m. or by appointment

I. Materials

Required Textbook & readings

- Brookshire, R.H & McNeil, M.R. (2015). Introduction to neurogenic communication disorders. 8th edition. Elsevier-Mosby: St. Louis.
- Silver, J.M., McAllister, T.W. & Yudofsky, S.C. (2011). Textbook of Traumatic Brain Injury, 2nd Edition. Available on Canvas.
- Blazer, B.B, Yaffee, K. & Liverman, C.T. (2015). Cognitive Aging: Process in Understanding and Opportunities for Action. Available on Canvas.

II. Course description

The purpose of this course is to provide students with a scientific understanding of the nature of right hemisphere syndrome, TBI, and dementia. Students will also learn how to apply this knowledge in a clinical setting during the entire continuum of care.

Students will learn through assigned readings, lectures, discussion, and interactive class activities. Clinical case presentations, including case history, neurological exam results, behavioral symptoms, and lesion information will be used to explore clinically relevant issues and to develop skills for differential diagnosis and treatment approaches.

The content of this course is designed to help you meet the following clinical standards:

Standard IV-B: Knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard IV-C: Knowledge of the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of receptive and expressive language.

- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning

Standard IV-D: Knowledge of the principles and methods of prevention, assessment, and intervention for people with acquired language disorders including consideration of anatomical/physiological, psychological, and linguistic and cultural correlates of the disorder.

Standard IV-E: Knowledge of ethical issues as they pertain to the clinical management of individuals with acquired language disorders.

Standard IV-F: Knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice for individuals with adult language disorders.

Standard IV-G: Knowledge of contemporary professional issues pertaining to the nature and treatment of acquired language disorders.

Standard V-A: Skills in oral and written communication sufficient for entry into clinical practice.

III. Course Objectives. At the completion of the course, you *will be able to*...

- Explain the anatomical and physiological bases of traumatic brain injury, normal aging, right hemisphere disorders and the dementias.
- Explain the factors that contribute to traumatic brain injury, normal aging, right hemisphere disorders and the dementias, including etiology, lesion site, neurological symptoms, speech/language/ cognitive symptoms, as well as bilingual and multicultural factors to consider.
- Explain common basic assessment tools used in individuals with traumatic brain injury, normal aging, right hemisphere disorders and the dementias to determine differential diagnosis of traumatic brain injury, normal aging, right hemisphere disorders and the dementias.
- Explain theoretical models of cognition and language and treatments for traumatic brain injury, normal aging, right hemisphere disorders and the dementias.
- Explain contemporary treatment approaches that guide appropriate, theoretically sound treatment paradigms for traumatic brain injury, normal aging, right hemisphere disorders and the dementias.
- Explain the cognitive issues and associated outcomes observed in traumatic brain injury, normal aging, right hemisphere disorders and the dementias.
- Explain contemporary neuroimaging approaches and how they are commonly used in the diagnosis and prognosis of traumatic brain injury, normal aging, right hemisphere disorders and the dementias.
- Explain how the principles of neuroplasticity can be applied to rehabilitation of traumatic brain injury, normal aging, right hemisphere disorders and the dementias.
- Explain the relevant literature related to traumatic brain injury, normal aging, right hemisphere disorders and the dementias that guides evidence-based practice.
- Explain the psychosocial impact of traumatic brain injury, normal aging, right hemisphere disorders and the dementias on individuals with the condition and their relevant stakeholders.

FALL 2024 CALENDAR OF TOPICS AND READINGS

<u>DATE</u>	<u>WEEK</u>	<u>TOPIC</u>	<u>READING(S)</u>
08-22	1	Introduction to models of cognition; Into to TBI - Epidemiology	
08-29	2	TBI Pathophysiology	Silver et al. (2011) Chp 2 McKee & Daneshvar (2015)
09-05	3	TBI Assessment	Brookshire (2015) Chps 3-4 ANCDs RTW Article
		TBI in Children 1. Understanding pediatric brain injury https://www.youtube.com/watch?v=dL-J1XZy2cY 2. Learning & Cognitive Difficulties in Children with TBI https://www.youtube.com/watch?v=rHiVXLECCro&t=1566s	
09-12	4	TBI Treatment	Brookshire (2015) Chp 7 Morrow et al. (2020) Lundine et al. (2019) Coreno et al. (2020)
9-19	5	Exam I	
09-26	6	COVID-19 Cognitive Disorders Normal Aging and Cognition	Cummings (2023) Hampshire (2021) Messer (2015) Shafto & Tyler (2014)
10-03	7	Primary Progressive Aphasia Advances in PPA – Argye Hillis https://www.youtube.com/watch?v=cwcGh52W9uM&t=1s	
10-10	8	Cortical dementias/Subcortical dementias	Brookshire (2015) Chp12 Shaik & Varma (2012) Iadecola (2019)
10-17	9	Management of dementias	Swan et al. (2017) Tristani (2016)
10-24	10	No Class	
10-31		Exam II	
11-07	11	Right Hemisphere Brain Disorder Syndrome Presentation-Assessment	Brookshire (2015) Chp 10 Tompkins (2012) Minga (2021; 2022) Ferre & Joannette (2016)
11-14	12	Right Hemisphere Brain Disorder – Management Course Review	
11-21	14	Final Exam	
11-30	16	NO CLASS – Thanksgiving	

IV. Graded Assignments

Exam I: This exam covers all material from lectures, readings, and assignments from the beginning of the course to this point. Exams will consist of a range of question types and will typically require ~60 minutes to complete.

Exam II: This exam covers all material from lectures, readings, and assignments from Exam I to this point. Exams will consist of a range of question types and will typically require ~60 minutes to complete.

Final Exam: This exam will cover all material from lectures, readings and assignments. This exam will be objective. The final exam will be cumulative and will consist of a range of question types and will typically require ~90 minutes to complete.

MoCA Certification: Students will complete a 1 hour MoCA certification. Details are available at: <https://mocacognition.com/training-certification/>. Certificates will be uploaded to CANVAS.

Graded assignment	Points	Due date	Standards
Exam 1*	50	09-19	IV-B, IV-C, IV-D, IV-E, IV-F, V-A
Exam 2*	50	10-31	IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A
Final Exam**	75	11-21	IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A
MoCA certification*	25	09-27	IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A
Total	200		

Note: * denotes formative assessments and ** denotes summative assessments

V. Grading/Course Policies

- Final course grades are based on the extent to which you attain the course objectives, as measured through your performance on formative and summative assessments, and assigned projects/papers.
- Final course grades will be assigned as follows:**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	<60%
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Grades of *WF*, *I*, *NG*, and *S-U* each correspond with 0.0 grade points. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- **Attendance/Participation:** You are expected to *attend* each class and, once in class, you are expected to *participate*. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.
- **Absences:** If you must miss a class or examination due to illness or emergency, you should contact the professor beforehand. Unexcused absences for examinations will be graded as a "0." If the instructor allows a late assignment to be submitted it will be lowered by 10% for being a late submission.
- **Clinical certification standards:** If you perform below expected levels on an assignment that is used to assess your knowledge of or ability to perform a core clinical concept, you will be asked to complete remedial work to demonstrate your competency in the particular area. The remedial work may take place after the course has been completed and your performance on the remedial work will be related to your overall attainment of the critical knowledge and skills objectives that are used in determining your suitability for clinical certification.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

VI. Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

- **We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

- **On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>. Please also remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

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SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu