



**SLP 567: Medical Speech-Language Pathology**  
**Department of Speech Pathology and Audiology**  
**University of South Alabama**  
**Spring Semester 2010**

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<b>SCHEDULE:</b>	Monday & Wednesday, 8:00 am to 9:40 am
<b>LEVEL:</b>	Graduate
<b>CREDITS:</b>	2 semester hours
<b>INSTRUCTOR:</b>	Kelli Evans, Ph.D., CCC/SLP 1074 HAHN Office: 445-9366 Email: <a href="mailto:kellievans@usouthal.edu">kellievans@usouthal.edu</a>
<b>CLASS WEBSITE:</b>	<a href="http://www.southalabama.edu/alliedhealth/speechandhearing/kevans/index.htm">http://www.southalabama.edu/alliedhealth/speechandhearing/kevans/index.htm</a>
<b>OFFICE HOURS:</b>	Available by appointment

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**Prerequisites:** Admission to the graduate speech-language pathology program in the Department of Speech Pathology and Audiology.

**Course Description:** Medical aspects of speech-language pathology involving activities normally undertaken with patients in medical settings.

**Required Text**

Hux, K. (2003). *Assisting survivors of traumatic brain injury: The role of speech-language pathologists*. Austin, TX: Pro-Ed.

**Suggested Readings (Texts)**

Brannagan, A. & Malia, K. (2007). *How to do cognitive rehabilitation therapy: A guide for all of us part 1*. Wake Forest, NC: Las & Associates Publishing.

Brannagan, A. & Malia, K. (2007). *How to do cognitive rehabilitation therapy: A guide for all of us part 2*. Wake Forest, NC: Las & Associates Publishing.

**Behaviorally defined objectives for student knowledge and skill**

Upon completion of the course, each student will demonstrate:

1. Describe the nature of normal cognitive processing.
2. Describe the nature, prevention, assessment, and intervention of cognitive communication disorders in adults.
3. Differentially diagnose various adult cognitive and communication disorders.
4. Identify and utilize appropriate assessment tools in adult acquired cognitive and communication disorders.
5. Identify and utilize appropriate intervention strategies for cognitive communication disorders and their underlying theoretical constructs.
6. Identify ethical issues related to treatment regarding dementia and coma.

**Course content addresses the following ASHA Standards:**

Standard III-B: Knowledge of basic human communication processes

Standard III-C: Knowledge of the nature of language disorders and differences in the areas of cognitive aspects of communication, social aspects of communication, and communication modalities.

Standard III-D: Knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders

Standard III-E: Knowledge of standards of ethical conduct.

Standard III-F: Integration of research principles into evidence-based clinical practice.

### **Course Policies**

**Classroom Etiquette:** You are training for a professional career. This means you need to act in a professional manner regarding classroom behavior. Please turn off your cell phones and pagers during class. Do not text during class. Do not surf the internet or instant message during class. If I notice an excess of these behaviors I will not allow internet connected devices in the classroom.

**Course changes:** Because all classes do not progress at the same rate, the instructor may wish to modify the course requirements or their timing as circumstances dictate. Students will be given adequate notification via in-class announcements, e-mail, or a memo.

**Lectures:** The instructor will provide lecture notes for some of the lectures; however, keep in mind that they are ONLY notes and are intended to be an outline.

**Students with Special Needs:** If you have a specific disability that qualifies you for academic accommodations, please notify me and provide certification from the Office of Special Student Services, located in the Student Center, Room 270, phone 460-7212.

**Policy on Academic Misconduct:** Any dishonesty related to academic work or records constitutes academic misconduct. Academic misconduct is incompatible with the standards of the academic community. Such acts are viewed as moral and intellectual offenses and are subject to investigation and disciplinary action through appropriate University procedures. Penalties may range from the loss of credit for a particular assignment to dismissal from the University.

**Program Accreditation:** The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), under the auspices of the American Speech Language Hearing Association (ASHA), has certified the Master of Science in Speech-Language Pathology program offered in the Department of Speech Pathology and Audiology at USA as an authorized educational facility. This means that credentials obtained by graduates in Speech-Language Pathology or Audiology will automatically be accepted by ASHA when these graduates apply for certification. If for any reason, students wish to contact CAA, they may do so at the following address:

Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20850

**Privacy Statement:** The USA Speech and Hearing Center is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). As part of this class, you may be required to directly and/or indirectly observe therapy procedures conducted with actual clients. Direct observations will take place in our Clinic; whereas, indirect observations may be offered through the use of videotaped therapy sessions which are shown during class time. In compliance with HIPAA, the patients and/or patient representatives have given authorization to allow for the observations. Additionally, the amount of Protected Health Information (PHI) that is provided to you will be limited to the "minimum necessary." We require you, as future professionals in the field of Speech Pathology and Audiology, to be respectful of the learning opportunity afforded to you through these observations. *You will be required to complete HIPPA training, and may be asked to show evidence of completion before observations are permitted.*

**Plans for record keeping, feedback to students, faculty, supervisors, & student remediation:** Grades for assignments are kept on a spreadsheet by the instructor. Completed written assignments are returned to the students with instructor feedback. Student progress is communicated with other faculty and supervisors as needed to track the student's successful completion of the degree. Students are advised that they are allowed only two grades of C before dismissal from the graduate program. Completion of the academic

contract will serve as indicators that students have met the competencies in ASHA certification standards. Unsuccessful completion of the academic contract indicates unmet competencies and remedial work may be required to show competency. Remedial work does not change course grades.

### **Evaluation**

Students will be evaluated based on the terms of the attached academic contract. Each student will be required to complete the described required activities as well as a number of optional activities. The required activities (assessment activity and treatment activity) will be graded and each student must achieve at least 44/50 points for course grade of "A", at least 39/50 for "B", and at least 35/50 for "C". Students may redo the required activities up to 2 times to attain the desired grade. If grading criteria are not met, the academic contract becomes void and the student may not achieve the grade indicated on the contract.

Details regarding the required activities will be given during classtime.

Each optional project has a list of criteria (see attachment) that you must meet in order for it to count towards fulfillment of the academic contract. If you submit a project that does not meet the criteria, you must either (a) redo the project and resubmit no later than the last class meeting, or (b) change your choice of grade on the academic contract. Therefore, you are encouraged to submit a rough draft of your projects prior to the due date to get instructor feedback.

**Attendance:** As graduate level study is the final preparation before entering the profession, students should consider class attendance to be similar to attendance in a professional setting. Thus, attendance is required. If you know that you are going to be absent from or late for class for any reason, please contact me and let me know beforehand if possible. Absences may be excused or unexcused at the discretion of the instructor. After one unexcused absence, ten points will be deducted from a student's total number of points for the semester. Three tardies (arriving more than 10 minutes after the start of class) is counted as an absence. If you arrive late, it is your responsibility to come to me directly after class and see that I correct the roll.

**Course Grade:** Your final grade will be determined by your fulfillment of the attached academic contract. To earn an A, you must complete the required activities as well as 1 project from group I and 2 projects from group II. To earn a B, you must complete the required activities as well as 1 project from group I and 1 project from group II. To earn a C, you must complete all the required activities as well as 1 project from group I.

**Initial Course Outline:**

<b>Dates</b>	<b>Topic</b>	<b>Reading/Assignment Due Dates</b>
Week 1 1/11 – 1/13	Syllabus Definitions/Demographics Medical Aspects	Hux, Ch. 1,2,4
Week 2 1/18-1/20 <b>NO class 1/18: MLK Holiday</b>	Coma Rancho Los Amigos Scale of Cognitive Functioning	Hux, Ch. 5
Week 3 1/25-1/27	Multisensory Stimulation (assessment and treatment)  Sequelae of TBI	Hux, Ch. 6 <b>DUE 1/27: Group I multisensory activity</b>
Week 4 2/1 – 2/3	Cognitive-Communication Impairments Assessment	<b>DUE 2/3: Required assessment case study</b>
Week 5 2/8 - 2/10	Cognitive-Communication Impairments Treatment	<b>DUE 2/10: Group II video tape assessment activity</b>
Week 6 2/15-2/17	Cognitive-Communication Impairments Treatment	<b>DUE: Required treatment case study</b> <b>DUE: 2/15: Group 1 brochure or poster</b> <b>DUE 2/17: Group II Activities</b>  <b>TBI HEALTH FAIR 2/19, 1-3 P.M. IN THE ATRIUM</b>
Week 7 2/22 - 24	Group Treatment School-age TBI	<b>DUE 2/24: Group I Activities</b>