Required Text:

Suggested Text:

Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>1/14/15</td>
<td>Lecture</td>
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<tr>
<td>1/21/15</td>
<td>Lecture</td>
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<td>1/28/15</td>
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<td>2/4/15</td>
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<tr>
<td>2/11/15</td>
<td>Lecture, Exam 1 (6:00~7:15)</td>
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<td>2/18/15</td>
<td>Lecture, Exam 2 (6:00~7:15)</td>
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<td>2/25/15</td>
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<td>3/4/15</td>
<td>Lecture</td>
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<td>3/11/15</td>
<td>Spring Break</td>
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<td>3/18/15</td>
<td>Lecture</td>
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<td>3/25/15</td>
<td>Lecture</td>
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<td>4/1/15</td>
<td>MSHA</td>
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<tr>
<td>4/8/15</td>
<td>Presentations/Lecture</td>
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<td>4/15/15</td>
<td>Lecture</td>
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<td>4/22/15</td>
<td>Lecture</td>
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<td>4/29/15</td>
<td>Final Comprehensive Exam</td>
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TOPICS TO BE COVERED:
I. Anatomy, Neuroanatomy, Neuropathophysiology and Epidemiology (Introduction & outside information)
II. Motor Speech Disorders (Ch 1)
   A. Dysarthria (Ch 2)
   B. Articulation Dysfunction (Ch 3)
   C. Velopharyngeal Dysfunction (Ch 4)
   D. Evaluation and Treatment Strategies (Ch 8)
III. Voice Dysfunction
   A. Laryngeal Dysfunction (Ch 5)
   B. Respiratory Dysfunction (Ch 6)
   C. Evaluation and Treatment Strategies (Ch 8)
IV. Language and Linguistic Dysfunction
   A. Linguistic Dysfunction (Ch 9)
   B. Discourse Dysfunction (Ch 10)
   C. Language Dysfunction (Ch 11)
   D. Evaluation and Treatment Strategies (Ch 12)
V. Swallowing
   A. Neuroanatomy of Swallow (Ch 13)
   B. Dysphagia Assessment (Ch 14)
   C. Evaluation and Treatment Strategies (Ch 15)
VI. Childhood TBI
   A. Dysarthria (Ch 7)
   B. Language Disorders (Ch 11)
   C. Evaluation and Treatment Strategies
VII. Behavioral and Cognitive Deficits (outside information)
VIII. Different Settings of TBI and Recovery (outside information)
IX. Goal and Report Writing (outside information)
X. Resource Information

CLASS INSTRUCTION: The class format is a dynamic lecture. This means that the instructor will present information but will also require the students to participate in active discussions. A Speech Language Pathologist is considered a communication specialist. A student’s ability to communicate effectively is a constant journey beginning with developing the confidence to speak in front of peers and ask questions.

RESEARCH:
A. PRESENTATIONS: Each student will be given a case study of a TBI patient that will be fully analyzed and research. A two (2) part presentation will be given by each student. In the first portion, an oral presentation will be given during class that will include:
   Classification of traumatic brain injury
   Description of the assessment to be performed
   Treatment strategies and modalities that will be utilized
   Appropriate short term and long term goals
   Evidence based practice information
The second part of the presentation will be the written portion. It will contain an annotated bibliography (at least 20 resources) supporting the evidence based practice information, a narrative of the evaluation process with results, a guideline of the short term an long term goals, and a...
proposal of the modalities (treatment strategies) that may be performed. I will assign the topics and expectations for grading no later than the third meeting of the class. It will be worth 50 points of the final grade.

B. ADDITIONAL READING ASSIGNMENTS: Throughout the course, students will be required to read additional journal articles and/or watch presentations. The information in these article/presentations will be discussed in class and will be on the examinations. A list of required readings/presentations cannot be provided on this syllabus as new information is constantly being offered but students will be given ample time to obtain the information.

C. MANUAL: Each student will be required to maintain handouts and glossary information in a binder of choice. This will greatly assist the student during their off-campus experience. The manual will be reviewed by the instructor. No grade will be assigned, but it is to the students’ benefit to participate fully in this requirement.

EXAMINATIONS: There will be three examinations worth 100 points each & a final examination worth 150 points. Each examination may consist of multiple choice, fill-in-the-blank, short answer/essay, illustration recognition questions and/or a combination of the aforementioned. In addition, each examination will contain a critical thinking section which will require students to practically apply the information taught in lectures to fully assess a case study.

GRADING: As stated above, there will be three examinations worth 100 points each, one final examination worth 150 points and a presentation worth 50 points. Grades will be administered as follows:

- 450-500 points = A
- 400-449 points = B
- 350-399 points = C
- 300-349 points = D
- <300 points = F

Outcomes: After completion of SHS 650, students will be able to accomplish the following:
1. Discuss situations in which TBI may occur and cite incidence of TBI in US.
2. Describe the possible sequelae of different types of TBI.
3. Discuss clinical characteristics and risk factors associated with TBI.
4. Describe assessment procedures for TBI patients and have working knowledge of the test protocols most frequently used to evaluate patient’s cognitive, speech, language and swallow skills.
5. Present a topic associated with TBI.
6. Discuss the rehabilitation, speech-language-cognitive treatments and management of patients with TBI utilizing evidence based practices.
7. Discuss interdisciplinary members, approaches utilized and intervention strategies as it relates to treatment of patients with TBI.
8. Demonstrate emerging skills to practically apply information learned in lecture format.

KASA:
- III-B (Basic Knowledge): General (Psychological, Linguistic).

REMEDIATION: Students who make a grade lower the “C” on any examination must come to the instructor to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills.

DISABILITIES: If a student has disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODS) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:
The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive #8586
Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024 or (601) 214-3232
Fax: (601) 266-6035
Individuals with hearing impairments can contact ODA using the Mississippi Relay Services at 1-800-582-2233 (TTY) or e-mail Suzy Hebert at Suzanne.hebert@usm.edu