

**WILLIAM PATERSON UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES**

COURSE OUTLINE

1. **COURSE TITLE: CODS 6780, Dementia** **CREDITS: 1**
2. **COURSE DESCRIPTION:** This course examines the linguistic and cognitive deficits associated with dementia. The neurological bases of these deficits and their differential diagnosis, classification, and rehabilitation will be covered.
3. **PREREQUISITES:** CODS 6050
4. **DEPT. TELEPHONE NUMBER:** (973) 720-2208
Administrative Assistant: Ms. Madeline Garcia garciam@wpunj.edu
5. **SEMESTER:** Winter Session, 2017-2018
6. **INSTRUCTOR:** Betty Kollia, Ph.D., Professor, University Hall 248, kolliab@wpunj.edu
7. **REQUIRED TEXT:** Bourgeois, M.S., Hickey, E.M. (2011). Dementia: From Diagnosis to Management - A Functional Approach. New York, Taylor & Francis.

Suggested readings:

1. Albert, L., Connor, L.T., & Obler, L.K. (2000). Neurobehavior of Language and Cognition: Studies of Normal Aging and Brain Damage Honoring Martin L. Albert, Springer Science & Business Media
2. ASHA documents
 - 2.1. American Speech-Language-Hearing Association. (2007). Scope of Practice in Speech-Language Pathology. www.asha.org/policy:
 - 2.2. ASHA. (2003). Evaluating and treating communication and cognitive disorders: Approaches to referral and collaboration for speech-language pathology and clinical neuropsychology [Technical report].
 - 2.3. ASHA. (2005). Knowledge and skills needed by speech-language pathologists providing services to individuals with cognitive communication disorders.
 - 2.4. ASHA. (2005). Roles of speech-language pathologists in the identification, diagnosis, and treatment of individuals with cognitive communication disorders: Position statement.
 - 2.5. ASHA. (2005). The roles of speech-language pathologists working with individuals with dementia-based communication disorders: Position Statement - www.asha.org/policy - <http://www.asha.org/policy/PS2005-00118.htm#sthash.zZUiAbtC.dpuf>
 - 2.6. ASHA. (1987). The Role of Speech-Language Pathologists in the Habilitation and Rehabilitation of Cognitively Impaired Individuals: A Report of the Subcommittee on Language and Cognition. 53-55.
3. Bayles, K. A., (2008). Management of Neurogenic Communication Disorders Associated with Dementia. In R. Chapey. Language Intervention Strategies in Adult Aphasia (5th Edition). Baltimore: Williams and Wilkins

4. Bayles, K., Tomoeda, C. (2007). *Cognitive-Communicative Disorders of Dementia*. Plural Publishing
5. Brooker, D. (2004). What is person-centered care in dementia? *Reviews in Clinical Gerontology*, 13, 215-222.
6. Bourgeois, M. (2007). *Memory Books and Other Graphic Cuing Systems*. New York: Health Professions Press, Paul H. Brookes Publishing. (www.amazon.com or www.healthpropress.com)
7. Bourgeois, M.S., Cameron Camp, C., Rose, M., White, B. Malone, M. Carr, J., Rovine, M. (2003). A comparison of training strategies to enhance use of external aids by persons with dementia. *Journal of Communication Disorders*, 36, 361-378.
8. Bourgeois, M., Dijkstra, K., Burgio, L., & Allen, R.S. (2004). Communication skills training for nursing aides of residents with dementia: The impact of measuring performance. *Clinical Gerontologist*, 27, 119-138.
9. Bourgeois, M., Dijkstra, K., & Hickey, E. (2005). Impact of communicative interaction on measuring quality of life in dementia. *Journal of Medical Speech Language Pathology*, 13, 37-50.
10. Brookshire, R. H. (2007). *Introduction to Neurogenic Communication Disorders* (5th edition). St. Louis, MO: Mosby-Year Book Inc.
11. Brush, J., Calkins, M., Bruce, C., & Sanford, J. (2011). *Environmental and Communication Assessment Toolkit for Dementia Care*. Health Professions Press.
12. Hillis, A. E. (2002). *The Handbook of Adult Language Disorders: Integrating Cognitive Neuropsychology, Neurology, and Rehabilitation*. Taylor & Francis Inc. Psychology Press.
13. Dijkstra, K., Bourgeois, M., Youmans, G., & Hancock, A. (2006). Implications of an advice giving and teacher role on language produced in adults with dementia. *The Gerontologist*, 46, 357-366.
14. Dikengel, A.T., Stewart, D., Ehle, H. (1992). *Sensory Stimulation Kit*. Maddak Inc. PeQuannock, NJ.
15. Folstein, M.F., Folstein, S.E., McHugh, P.R. (1975). "Mini-mental state". A practical method for grading the cognitive state of patients for the clinician". *Journal of Psychiatric Research* 12 (3): 189–98.
16. Irvine, B., & Bourgeois, M. (2004). *Professional Dementia Care: Skills for Success*. CD-Rom and Videotape Inservice training programs available from ORCAS, Oregon Center for Applied Science, Inc., Eugene, OR.
17. Irvine, A. B., Bourgeois, M., & Ary, D. V. (2003). An interactive multi-media program to train professional caregivers. *Journal of Applied Gerontology*, 22, 269-288.
18. Lubinsky, R. (1995). *Dementia and Communication*. Florence, KY: Singular-Thomson Learning.
19. Myers, P.S. (1998). *Right Hemisphere Damage: Disorders of Communication and Cognition*. Florence, KY: Singular-Thomson Learning.
20. Nasreddine, Z.S., Phillips, N.A., Bédirian, V., Charbonneau, S., Whitehead, V., Collin, I., Cummings, J.L., & Chertkow, H. (2005). The Montreal Cognitive Assessment, MoCA: a brief screening tool for mild cognitive impairment. *J Am Geriatr Soc*. 53(4): 695-9.
21. Payne, J.C. (1997). *Adult Neurogenic Language Disorders: Assessment and Treatment – A Comprehensive Ethnobiological Approach*. Florence, KY: Singular-Thomson Learning.

22. Sohlberg, M.M. & Mateer, C.A. (2001) Cognitive Rehabilitation. An Integrative Neuropsychological Approach. New York, The Guilford Press
23. Wilson, B. & Moffat, N. (1992). Clinical Management of Memory Problems (2nd edition). Florence, KY: Singular-Thomson Learning.
24. Witte, K. (1987). Discourse and dialogue: Prolonging Adult conversation in the Alzheimer's Patient. The American Journal of Alzheimer's Care and Research. 2 (1), 30-40.

8. **COURSE OBJECTIVES:** Students will demonstrate knowledge of
- 8.1. the neurological bases of acquired cognitive disorders (ACD) in adults with dementia
 - 8.2. the nature and classification of acquired cognitive disorders in adults with dementia
 - 8.3. assessment principles, methods, and differential diagnosis of ACD in adults with dementia
 - 8.4. intervention/ management principles and procedures in acquired cognitive disorders in adults with dementia

9. **STUDENT LEARNING OUTCOMES:** The students will be able to:

		KASA std
1	describe the normal and abnormal cognitive changes across the lifespan	IV-B
2	describe the neurological bases of acquired language and cognitive disorders in adults.	IV-C
3	characterize and classify acquired cognitive disorders (ACD) in adults with dementia including communication and dysphagia sequelae	IV-C
4	discuss standardized and non-standardized assessments of acquired language and cognitive disorders in adults with dementia	IV-D
5	interpret assessment results for standardized and non-standardized assessments of acquired language and cognitive disorders in adults with dementia	IV-D
6	plan appropriate intervention for individuals with acquired cognitive disorders	IV-D
7	identify multicultural considerations in evaluating and remediating ACD	IV-D, IV-B
8	describe counseling issues as they pertain to persons with ACD / dementia and their families	IV-D
9	integrate knowledge and express ideas in a coherent and meaningful way by discussing published work on a topic pertaining to ACD	

10. TOPIC OUTLINE OF COURSE CONTENT:

- 10.1. Normal and abnormal cognitive changes across the lifespan
- 10.2. Neurological correlates of Dementias
 - 10.2.1. Memory
 - 10.2.2. Attention
 - 10.2.3. Executive function
 - 10.2.4. Cognition
 - 10.2.5. Behavior
 - 10.2.6. Language and Speech
 - 10.2.7. Emotion and Affect

- 10.2.8. Self care
- 10.3. Types of Dementias
 - 10.3.1. Dementia Alzheimer's Type (DAT)
 - 10.3.2. Other and Non-progressive Dementias
- 10.4. Assessment and Differential Diagnosis
- 10.5. Prognosis
- 10.6. Intervention
 - 10.6.1. Management
 - 10.6.2. Team approach
 - 10.6.3. Counseling

Lecture	Topics	Readings from your B&H book. Chapt.:
	Neurological correlates of Dementias	2
	Dementia Alzheimer's Type	
	Other Dementias	
	Dementia: Nature at different stages	1, 3
	Brain / Neurological changes	
	Behavioral changes	
	Language comprehension	
	Language production	
	Reasoning, cognition, exec functions	
	Social and affective changes	
	Self-care	
	Dysphagia due to dementia	
	Assessment and Differential Diagnosis	2, 4
	Dementia vs. Normal Aging	
	Dementia Alzheimer's Type vs. Other Dementias	
	Dementia vs. Aphasia	
	Prognosis	(4)
	Progressive dementia	
	Non-progressive dementias	
	Intervention / Management	5-11
	Medical Pharmacological	
	Behavioral	
	Compensatory strategies	
	Communication and Cognition	
	Team approach / Counseling	
	Memory	
	Attention	

	Executive functions	
	Awareness	
	Behavior	
	Pragmatics	

11. TEACHING METHODS AND STUDENT LEARNING ACTIVITIES:

- 11.1. Teaching methods include lectures, class discussions, and AV media presentations.
- 11.2. Student learning activities may include completion of required readings, class participation, oral presentations, written assignments, and therapy observations.

12. COURSE EXPECTATIONS:

- 12.1. It is expected that students will have read the assigned chapters before the class in which they are discussed.
- 12.2. It is expected that students will participate and contribute to class discussions.
- 12.3. It is expected that students will complete the required assignments within the time allotted.
- 12.4. Students who do not complete all course requirements will receive an "Incomplete" in the course pending approval from the instructor. An incomplete will automatically change to an "F" after thirty (30) days.
- 12.5. More than 1 absence will result in a 10% lowering of the final grade.

13. METHODS OF ASSESSING STUDENT PERFORMANCE: The final course grade will be based on grades from the exams and assignments as follows:

Project / Oral Presentation	45% of your grade
Article Review / Paper	45% of your grade
Participation	10% of your grade

14. ADDITIONAL INFORMATION:

Academic Integrity: Students are expected to be familiar with and to abide by the Academic Integrity Policy of the University (see the Graduate Catalog).