

**Acquired Cognitive-Communication Disorders  
COMD 5351  
Summer II 2026  
M-Th, 8:00am-9:50am  
SHP, H210**



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**Office:**

**Office Hours:** Monday-Thursday 10am-11am, Friday 10am-noon and by appointment.

**Course Meeting Days/Times:** M-Th, 8:00am-9:50am, 7/6-8/6

**Location:** SHP Building H, room H210

### **Course Overview**

This course examines acquired cognitive-communication disorders associated with traumatic brain injury, right hemisphere damage, and dementia. Neural substrates underlying attention, memory, and executive function in communication will be examined, as well as the role of these functions in communication. Students will explore various diagnostic tests and therapy materials. They will analyze multiple case studies, consider clinical applications, and develop evidence-based diagnostic impressions and measurable treatment goals. Additionally, students will explore culturally responsive care with marginalized and underserved populations.

### **Student Learning Outcomes**

This course is designed to support the mission of the Department of Speech, Language, and Hearing Sciences:

*To prepare highly qualified clinicians who think critically, serve compassionately, and practice ethically for the betterment of the East Texas community.*

Student learning outcomes are based on professional competencies and knowledge and skills required for ASHA certification. Upon successful completion of this course, students will demonstrate the ability to:

1. integrate information pertaining to typical and atypical human development across the life span re: biological, neurological, psychological, linguistic, and cultural bases of human communication (KASA Standard IV-B).

2. analyze, synthesize and evaluate knowledge (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates) in the area of cognitive aspects of communication (KASA Standard IV-C).
3. analyze, synthesize, and evaluate knowledge in the principles and methods of prevention, assessment, and intervention in the area of cognitive aspects of communication (KASA Standard IV-D).
4. demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice (KASA Standard IV-H).
5. use oral and written or other forms of communication sufficient for entry into professional practice (KASA Standard V-A).
6. evaluate in the area of cognitive aspects of communication, to include, (a) conduct screening and prevention procedures, including prevention activities, (b) collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals, (c) select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures, (d) adapt evaluation procedures to meet the needs of individuals receiving services, and (e) interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention (KASA Standards V-B 1a, 1b, 1c, 1d, 1e).
7. conduct intervention planning and intervention in the area of cognitive aspects of communication, including (a) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs, (b) collaborate with clients/patients and relevant others in the planning process, (c) implement intervention plans that involve clients/patients and relevant others in the intervention process, (d) select or develop and use appropriate materials and instrumentation for prevention and intervention, (e) modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients, and (f) identify and refer clients/patients for services as appropriate (KASA Standards V-B 2a, 2b, 2c, 2e, 2g).
8. communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others (KASA Standard V-B 3a).

## Required Materials

Text required for this course:

Kimbarow, M.L. & Wallace, S.E. (2024). *Cognitive communication disorders* (4th ed.). Plural Publishing.

Additional readings and podcast episodes will be assigned and will be available via Canvas. Students are responsible for ensuring their access to the content of assigned readings/podcasts (including all documents and links on Canvas) and for alerting the instructor prior to the due date if they are unable to access assigned materials.

## Assessment of Student Learning

### Competency Scores

Students will receive two competency scores. One score is the traditional course grade that will be used by UT Tyler to calculate a cumulative GPA. Students can locate their course grade by viewing their grades in Canvas in the (default) Gradebook view. To stay in good standing with the UT Tyler Graduate College students must maintain a cumulative GPA of 3.0 or above. Visit this link for more information about this UT Tyler Graduate School requirement: [University of Texas at Tyler - Probation/Suspension for Master's Degree Students](#)Links to an external site.

The other score is based on a 5-point scale and is similar to the scale ASHA suggests for evaluating graduate students during clinical supervision. Students can locate this score by viewing their grades in Canvas and selecting the Learning Mastery view. For *each* previously stated ASHA standard, a minimum score of 3 out of 5 averaged across applicable quiz questions and assignments assumes minimum competency and partial fulfillment of ASHA standards for this course. This course is structured to interweave diagnostic and treatment content and KASA standards across topics. At the end of the course, I have to indicate in Calipso whether each student has met each ASHA standard associated with this course. I will use the data from the Learning Mastery view in Canvas for this purpose. It is possible for a student to receive an A or B in the course and not meet minimum competency for a particular ASHA standard. For this reason, each student needs regularly to check the Learning Mastery view in Canvas Grades to determine whether they are meeting minimum competency for the ASHA standards associated with this course.

### Grading Scale

The grading scale to determine final grades in this course is as follows:

A = 89.5% & above

B = 79.5 to 89.4%

C = 69.5 to 79.4%

D = 59.5 to 69.4%

F = below 59.5%

Note that per the graduate student handbook, in order to remain in good standing in the UT Tyler MS-SLP program, students must maintain an average GPA of 3.0 each semester.

### *Course Assignments*

Assignment overview and weights are below. As the instructor, I reserve the right to modify, add, or remove assignments as deemed necessary as the semester progresses. All changes will be updated on Canvas and reviewed with students as appropriate.

Syllabus quiz: (0.5%) After reviewing the syllabus, students will complete the syllabus quiz. See Canvas for quiz and due date information.

Quizzes: (10% each; 30% total) Three quizzes will be given throughout the course. Quizzes will be closed book/note and will include a combination of multiple choice and short answer questions.

Final exam: (20%) A comprehensive final exam will be given. This exam will include a combination of multiple choice and short answer questions. The final exam will also include Praxis style questions related to the course content area.

Disorder matrix: (5% each; 15% total) Students will complete one worksheet for each disorder unit (see tabs at bottom of Excel sheet) as we move through the topics, using information presented in class as well as readings. Completed matrices will be uploaded to Canvas.

Movie reflection: (5.5%) During class we will be viewing, "The Memory Loss Tapes" documentary on dementia. This assignment is intended to provide a deeper understanding of dementia and facilitate class discussion about the client and family/caregiver dynamic, and the role of the SLP in treatment. Students will complete a reflection assignment.

Multicultural assignment: (10%) Students will explore a cultural approach to dementia identification, diagnosis, and care through assigned readings (see Canvas) and a short literature review, and discuss clinical implications.

Clinical application assignments: (18%) Throughout the course, several in-class clinical application assignments will be completed in small-groups. These exercises will include activities such as reviewing journal articles, creating evidence-based treatment plans, and conducting case studies to facilitate clinical application of course content. Clinical application assignments may also include Simucase. If Simucase is used, students will receive clinical clockhours with successful completion.

Calipso portfolio: (1%) Each student will maintain an electronic portfolio of work completed in this class. The items to be included in the portfolio are shown below. Students will only receive

full credit for this gradebook entry (a) if all the items are uploaded by the deadline AND (b) all the items are labeled correctly by the deadline using the format, Last Name, First Initial \_ Title of the Assignment.

Items to be included in the Calipso portfolio are below.

Item	Example
Syllabus	SmithJ_syllabus
Matrix	SmithJ_Matrix
Multicultural assignment	SmithJ_Multicultural
Clinical application #5	SmithJ_CA5
Clinical application #8	SmithJ_CA8
Clinical application #10	SmithJ_CA10

## Course Policies

### *Attendance*

Due to the accelerated nature of this course, consistent attendance and active participation are essential for successful completion. Students are expected to attend all scheduled class sessions, arrive on time, and remain engaged throughout. Attendance will be taken each class period.

One absence may be permitted without penalty; however, students are responsible for obtaining missed content and completing any assignments. More than two absences may be considered excessive and may jeopardize successful completion of the course.

If an absence is unavoidable (e.g., illness, emergency, or professional obligation), students should notify the instructor as soon as possible. Documentation may be requested in the case of extended or excessive absences. Tardiness or early departure may be counted as partial absences at the instructor's discretion.

### *Professionalism*

Professional behavior, including reliability, consideration, and accountability, is expected from all students. Students are expected to demonstrate professionalism consistent with graduate-level training in speech-language pathology. This includes arriving on time, being prepared, and actively participating. Respectful communication with peers and the instructor is expected, including during discussions that involve differing perspectives. Students should maintain academic integrity, complete work on time, and take responsibility for their learning.

I view our classroom as a community in which we are all professionals. Professional conduct also includes being considerate of the instructor, guests, and fellow students by minimizing distractions (e.g., limiting non-course-related technology use) and behaving with general courtesy and consideration of others.

### *Due Dates and Late Assignment Policy*

All assignments are expected to be submitted by the designated due dates outlined in Canvas. Work submitted late without prior approval or a documented, excused reason will incur a 10% deduction per day late. Assignments more than five days late may not be accepted at the instructor's discretion. It is the student's responsibility to communicate proactively regarding any circumstances that may impact timely submission.

Students must attend all exams and quizzes. Make-up exams and quizzes will only be given under extenuating circumstances. See Final Exam Policy for more information.

### *Use of AI*

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, AI is not permitted in this course at all. The use of AI on any assignment in this course constitutes cheating and will result in the grade of 0 on the assignment.

### *Academic Dishonesty*

Students are responsible for their own conduct and are expected to conduct themselves with integrity and in a manner consistent with the ASHA code of ethics. The penalty for academic dishonesty (such as but not limited to cheating, collusion, or plagiarism) in this course is at a minimum the grade of 0 on the assignment, quiz, or exam, and may result in other academic penalties such as initiation of disciplinary proceedings as allowed under section 8-300 of the Manual of Policies and Procedures for Student Affairs.

## University Policies and Resources

### *Final Exam Policy*

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### *Incomplete Grade Policy*

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### *Grade Appeal Policy*

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form

Library. NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### *Disability/Accessibility Services*

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

### *Military and Veterans*

UT Tyler honors the service and sacrifices of our military-affiliated and veterans students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Affairs has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

### *Students on an F-1 Visa*

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### *Academic Honesty and Misconduct*

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the

Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

### *FERPA*

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in UT Tyler's Policy 7.01: Family Educational Rights and Privacy Act. The course instructor will follow all requirements to protect your confidential information.

### *Absence for Official University Events or Activities*

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

### *Absence for Religious Holidays*

This course follows the practices related to UT Tyler's Excused Absence for Religious Holy Days as noted in the Catalog.

### *Absence for Pregnant Students*

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the Pregnant and Parenting Self-Reporting Form.

### *Campus Carry*

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at:

<http://www.uttyler.edu/about/campus-carry/index.php>

## Course Schedule

As the instructor, I reserve the right to modify the course schedule (including adding/removing assignments) as deemed necessary as the semester progresses. Changes will be updated on Canvas and reviewed with students as appropriate.

Date	Topic	Readings	Activities / Assignments
<b>Begin Cog-Com Unit</b>			
Wk 1 7/6	Intro to Cog-Com	Morrow, Turkstra, & Duff (2020); on canvas	
Wk 1 7/7	Attention	Kimbarow & Wallace, Ch. 1	Syllabus quiz due before class CA#1
Wk 1 7/8	Memory	Kimbarow & Wallace, Ch. 2	CA #2
Wk 1 7/9	Executive Function	Kimbarow & Wallace, Ch. 3	
<b>Begin TBI Unit</b>			
Wk 2 7/13	TBI overview	Kimbarow & Wallace, Chs. 7 & 8  ANCDs Podcast ep. 18	<b>Quiz #1</b>  Assign INCOG articles CA#3
Wk 2 7/14	TBI evaluation	Papathanasiou & Coppens, Ch. 20	CA#4: COMBI activity
Wk 2 7/15	TBI management	Sohlberg & Turkstra Ch. 4; the training framework	CA#5: Adult outcome TBI
Wk 2 7/16	TBI management, con't	INCOG 2.0 Guidelines (Bayley, et al., 2023).	In-class working group: INCOG guidelines
Wk 3 7/20			In-class movie: TBI Documentary CA#6 Retraining Cognition
Wk 3	Disparities in TBI		In-class activity: disparities in TBI

7/21			
<b>Begin Right Hemisphere Damage Unit</b>			
Wk 3 7/22	Intro to RHD & neglect	Kimbarow & Wallace, Ch. 4  ANCDs Podcast Ep. 11	<b>Quiz #2</b> TBI Matrix due before class
Wk 3 7/23	Other deficits in RHD	Papathanasiou & Coppens, Ch. 19	
Wk 4 7/27	RHD evaluation		CA#7: RHD Assessment
Wk 4 7/28	RHD treatment		CA#8: RHD Treatment
<b>Begin Dementia Unit</b>			
Wk 4 7/29	Intro to Dementia	Kimbarow & Wallace, Ch. 6	<b>Quiz #3</b> RHD Matrix due before class
Wk 4 7/30	Dementia evaluation		In class movie: Memory Loss Tapes Movie reflection
Wk 5 8/3	Dementia management / support		CA#9: Direct vs Indirect approaches
Wk 5 8/4	Pulling it all together: culturally responsive and trauma-informed care	Kimbarow & Wallace, Ch. 9	Clinical Application #10  Multicultural assignment due
Wk 5 8/5			Dementia Matrix due before class  In-class review for exam
Wk 5 8/6	<b>Final Exam</b> <b>Comprehensive with Praxis style questions</b>		