



College of Health Sciences

Academic Affairs Committee
120 Wethington Building
Lexington, KY 40536-0200

September 20, 2011

MEMORANDUM

To: Sharon Stewart, Ed.D. – *Interim Dean of the College of Health Sciences*
Gilson Capilouto, Ph.D. – *Interim Associate Dean for Academic Affairs*

From: Richard Andreatta, Ph.D. - *Chair – Academic Affairs Committee*

RE: Proposed changes to CD 710 – Request for Approval for Distance Learning

The Academic Affairs Committee approves the curriculum changes proposed by the faculty of the Division of Communication Disorders submitted by Dr. Jody Deem, director of CD. The committee has carefully reviewed this document and recommends approval of the proposed changes in their entirety.

see
blue.



College of Health Sciences

Division of Communication
Sciences & Disorders
CTW Building
900 South Limestone
Lexington, KY 40536-0200
859-323-1100 ext. 80493
Fax 859 323-8957
www.mc.uky.edu/healthscience

To: Janice Kuperstein, Chair
Department of Rehabilitation Sciences

From: Jodelle Deem, Ph.D., Director
Division of Communication Sciences & Dis.

Re: CD 710 ~ Approve for Distance Learning ~ Change Request

Date: 9/7/11

Attached please find the required Distance Learning Form, Syllabus, and Course Change Form for CD 710 for the spring semester, 2012. Please note that the course prefix has been changed in this request to CSD 710 (was CD 710). This request immediately follows another request from our program to change the program name to Communication Sciences and Disorders (from Communication Disorders) with a prefix of CSD (formerly CD). Therefore, this request follows that format. There are no other changes being made to the course. The syllabi, objectives, assessment of student learning, etc. all remain unchanged with the exception that the course will be delivered for the first time in Spring 2012 as a distance course. Please do not hesitate to contact me with any questions you may have.

see
blue.

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i> _____		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin: _____		
<i>Proposed Course Description for Bulletin:</i>	<i>The class will focus on the neuroanatomy and pathology of traumatic brain injury, right hemisphere disorders, and dementia. Students will learn current theory regarding differential diagnosis and treatment of these disorders.</i>	
j. Current Prerequisites, if any:	Prereq: CD 571 or permission of instructor.	
<i>Proposed Prerequisites, if any:</i>	<i>No change</i>	
k. Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you must include the <i>differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CD 710

Proposal Contact Person Name: Jodelle F. Deem Phone: 218.0557 Email: jfdeem1@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Janice Kuperstein, Ph. D., Chair, Department of Rehabilitation Science	9/10/11	Janice Kuperstein, Ph.D. / 218.0593 / jkupe0@uky.edu	
CHS Academic Affairs Committee	9/20/11	Richard Andreatta, Ph.D. / 218.0523 / richard.andreatta@uky.edu	
CHS Office of the Dean	10/06/11	Sharon Stewart / 218-0480 / srstew01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	11/15/11	Heidi Anderson	
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CD 710	Date: 8/30/11
Instructor Name: Jodelle Deem	Instructor Email: jfdeem1@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

<i>Curriculum and Instruction</i>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Students and faculty will have real-time chats at scheduled intervals throughout the semester for each topic area. These will be conducted via Blackboard. In addition, students will be encouraged to visit the course site at least twice daily to receive updates and messages from the instructor. They will also be encourage to use email, texts and phone call to communicate regularly with the instructor. The instructor will post virtual office hours and be available electronically as well as via phone during the times posted.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Content for the courses is not being altered relative to required textbooks and readings, course objectives and learning outcomes, or out-of-class activities and assessments. The instructor will avail herself of all available technological tools to insure that the absence of 'real-time' lecture delivery is not an obstacle, seeking guidance and technical assistance via TASC and UK IT as needed.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Blackboard will be used for exchange of assignments and is password protected. All UK policies regarding academic integrity remain in place and are spelled out in the syllabus. Examinations will be delivered via BB as well and students will be asked to sign an honor statement prior to taking the exam that includes the declaration that they have completed the assignments/examinations according to the directions of the instructor (e.g. with materials from the course but without assistance from another person or classmate).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>If yes, which percentage, and which program(s)?</p> <p><i>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</i></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Via resources presented in the syllabus and in compliance with the University's policies on DL</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Assigned readings will insure that students avail themselves of the Distance Learning Library Resources</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>N/A for this course.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Via the syllabus and course website</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p> <p>Students enrolled in this course virtually all have their own personal computers for access to the course materials. If a student does not have personal access then they will be provided access through resources provided by the College of Health Sciences</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none"><input type="radio"/> Carla Cantagallo, DL Librarian<input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)<input type="radio"/> Email: dllservice@email.uky.edu<input type="radio"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Jodelle F. Deem Instructor Signature:

Cognitive Communication Disorders: CSD 710
Spring 2012

Faculty	Jodelle F. Deem, Ph.D.	Phone:	859-218-0557
Office	CTW Building, Room 120L	E-mail:	Jfdeem1@uky.edu
Virtual Office Hours	TBA	Preferred Contact Method	Email is preferred but you are welcome to call the instructor during virtual office hours.

UK Bulletin Description

The class will focus on the neuroanatomy and pathology of traumatic brain injury, right hemisphere disorders, and dementia. Students will learn current theory regarding differential diagnosis and treatment of these disorders. **Prereq:** CD 571 or permission of instructor.

Additional General Information

This is a 3-credit graduate course designed to provide students in communication disorders with a comprehensive understanding of the neuropathology of traumatic brain injury (TBI), right hemisphere disorders (RHD), and dementia. Students are expected to complete all lectures, online discussions, and activities. Assigned readings should be completed prior to the time on which they will be discussed in order for students to fully participate. Topics to be covered include:

- Neuropathology of TBI, RHD, dementia
- Variables of recovery pertaining to TBI, RHD, dementia
- Assessment and treatment of individuals with TBI, RHD, dementia
- Psychological issues impacting the rehabilitation of individuals with TBI, RHD, dementia
- Patient and family education pertaining to TBI, RHD, and dementia

Student Learning Outcomes

It is anticipated that as a result of this course, students will be able to:

- demonstrate knowledge regarding the neuroanatomy and neurophysiology of the brain, in particular those regions and structures of the brain responsible for the control of cognitive and executive functions;
- demonstrate an understanding of the effect of age, trauma, disease, and disorder on cognition and functional cognitive ability;
- demonstrate knowledge regarding psychological issues impacting the rehabilitation of individuals with TBI, RHD, dementia;
- develop an appropriate treatment plan for individuals with TBI, RHD, or dementia based on cognitive test results, and evidence based practice guidelines;
- and explain methods of family and patient education and counseling during treatment of individuals with TBI, RHD, and dementia.

American Speech-Language-Hearing Association (ASHA) Standards and Learning Outcomes

By the completion of the semester, given class lectures, discussions, and assignments, each student will be able to demonstrate progress toward the following learning outcomes:

- explain the different types of attention and memory;
- differentiate disablements within the World Health Organization (WHO) schema through the use of specific examples;
- describe the etiologies, characteristics, and neurological correlates of cognitive aspects of communication, including social and pragmatic aspects of communication;
- describe factors and strategies important to prevention of cognitive communication disorders;
- describe current approaches to assessment procedures for cognitive communication disorders and demonstrate the ability to interpret assessment results;
- and use theory and supporting data to determine appropriate, evidence-based intervention strategies for individuals with cognitive-communication disorders.

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Required Text

Chapey, R. (Ed.) (2008). *Language intervention strategies in aphasia and related neurogenic communication disorders* (5th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Note: additional journal readings will be assigned during the semester and can be accessed through the resources of the Distance Learning Library.

DISTANCE LEARNING ASSURANCES

Because the majority of the course will be delivered via Blackboard it is expected that most students have access to personal computers in order to access course materials. In the event that an enrolled student has technical problems with access or does not have access, students can find support through the UK Information Technology Customer Service Center: <http://www.uky.edu/UKIT> 859.257.1300 or through the College of Health Sciences IT support at 859-218-80528.

Help with Delivery and/or Receipt of the Course

We all appreciate the flexibility afforded via distance classes and at the same time acknowledge that technology can sometimes fail or be frustrating to work with. Should you encounter difficulties relating to ANY aspect of the technological delivery of this contact, please DO NOT PANIC! Simply email (preferred) or phone the instructor and he/she will work with you and UKIT to resolve problems.

The following UK resources are also available for any questions or technical problems that may arise.

Teaching and Academic Support Center: <http://www.uky.edu/TASC/index.php>
859.257.8272

Information Technology Customer Service Center: <http://www.uky.edu/UKIT>
859.257.1300

Information on Distance Learning Library Services

Information on library services for distance learning can be found at <http://www.uky.edu/Libraries/DLLS>
The Distance Librarian is Carla Cantagallo and she can be reached at 859.257.0500 ext. 2171 or long distance 1.800.828.0439 (option 6). Email her at : dllservice@uky.edu

The URL for Distance Learning Interlibrary Loan services is:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Instructional Strategies to be Employed

Lecture
Group Discussion/Online Chats/Social Media/Blackboard
Out-of-class projects/assignments
Video Segments as assigned

Grading

Grading for this course will be completed on a linear whole-number point scale rather than percentages. This is done to avoid the confusion and sometimes unfair practice of “rounding up or down.” Please do not translate your score into a percentage. Your grade for the class will be based on the grand total of 400 points distributed across two projects and four homework assignments. There will be no “extra credit” available for this class.

Projects: Two projects will be assigned during the semester. Each will be worth a total of 100 points. The projects will provide students with an opportunity to use theory and supporting evidence-based practice guidelines to determine appropriate intervention strategies for an individual with cognitive-communication disorders.

Homework Assignments: Four homework assignments will be completed during the semester. Each will require the student to log into a professionally based website to watch a lecture on a given topic and take a Blackboard test regarding the information learned.

Students may wish to keep track of their grades throughout the semester using this chart:

Assignment	Value	Earned Points	Grading
Project 1	100		A= 360-400 points
Project 2	100		B= 320-359 points
Homework assignments	200 (50 x 4)		C= 280-319 points
Total Points	400		E = 000-279 points

Late Work and Missed Exams

Homework assignments and projects will be turned in via Blackboard/email by 5:00 PM on the assigned due date. A project or assignment is considered late if it is received with a digital time stamp later than 5:00 PM on the due date of the project/assignment. Late projects will be penalized 10% of the total points for each day late (e.g., an assignment turned in 3 days late will lose 30% of the total points for that assignment). *A missed project or assignment will be given a grade of zero except in the case of an excused reason.* Acceptable reasons are listed in the University of Kentucky Student Rights and Responsibilities section 5.2.4.2 available at <http://www.uky.edu/StudentAffairs/Code/>. Excused absences include: serious illness, illness or death of a family member, major religious holiday, or other circumstances deemed by the instructor to be reasonable. It is the student’s responsibility to notify the instructor of his/her reason and to contact the instructor to re-schedule projects/assignments. It is expected that the student will contact the instructor in advance but no later than one week after his/her missed assignment. If the student does not contact the instructor within one week of a missed assignment, a grade of zero will be given for any project or assignment missed.

Participation

Students are required to view every class lecture. Each class lecture will be available on Blackboard for one calendar week – that is the week of the scheduled unit or topic. If a student does not access the current week material during the calendar week of the class then the student will need to provide an excused absence (see above) to the instructor to be granted access to materials they have missed. In addition to course lecture material, important information about how to prepare for assignments and exams will be communicated during Blackboard lectures.

Class Attendance

Though distance learning requires no class time per se, there must be regular contact with the faculty member as outlined in the syllabus. Regular contact will include a weekly online discussion/chat session, and constructive feedback of work. Students must participate in at least one weekly online discussion/chat session. While there will often be more virtual opportunities than one per week, the student is required to “attend” at least one virtual opportunity weekly. Students will “sign-in” to the

discussion/chat session class so that the instructor is aware that the student is present. Students with multiple unexcused absences, exceeding 20% of the weekly online discussions/chats (i.e., students must “attend” one discussion/chat per week for 12 of the 15 weeks) *will have their final grade reduced by one letter grade*. “Excused” absences are defined by the most recent University of Kentucky Student Rights and Responsibilities. Email and phone contact is also encouraged.

Academic Integrity

Student conduct at the University of Kentucky is governed by the University of Kentucky Student Rights and Responsibilities. Part II of *Student Rights and Responsibilities* (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. You are responsible for reviewing this document and knowing your rights and responsibilities as well as the university policies on academic misconduct. Any and all instances of academic misconduct including, but not limited to, plagiarism and cheating will be handled according to university policy. *There will be no exceptions*. Please note that the minimal penalty for cheating and/or plagiarism is an “E” in the course with the possibility of suspension or dismissal from the university. Please address any questions or concerns regarding this policy with the instructor.

Withdrawals and Incompletes

The student should refer to the University Senate Rules Section V, 1.8 - 1.8.5. for information on *withdrawals* and University Senate Rules Section V, 1.3.2. for information on *incompletes*.

Dead Week

Senate Rule 5.2.4.6 stipulates that your instructor must follow specific policies during “Dead Week”, the last week of instruction. No examinations (including final examinations) may be scheduled during Dead Week, unless they are make-up exams for students with excused absences. Only quizzes that are regularly scheduled at least as frequently as every other week and listed in the syllabus and all having equal weights will be allowed during Dead Week. No project/lab practicals/paper/presentation deadlines shall be scheduled to fall during the Dead Week unless it was scheduled in the class syllabus.

Blackboard and E-mail

The majority of information/content pertaining to this course will be delivered to students via Blackboard on the UK web at <http://www.uky.edu/blackboard>. Registration on Blackboard occurs automatically when you register for the class. If you have registered for this class, you should have access to the course on Blackboard (log-in and search for the course – CSD 710). As a participant in this class, you must also have a UK E-mail account. This will be our primary means of communication. If you have difficulty registering for Blackboard or E-mail, please speak with the instructor. You will need to check the course site at least twice daily. The instructor commits to returning student email within 24 hours during weekdays. Return may be longer over weekends but no later than 5 PM on Monday.

Students with Disabilities

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of

Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.”

**Topics Schedule CSD 710
Spring 2012**

Date	Class Topics/Activities	Readings/Assignments
Week 1	Course introduction & syllabus review Traumatic Brain Injury	Chapey (2008) - Chapter 33 - pp. 879-962
Week 2	Traumatic Brian Injury	Chapey (2008) - Chapter 33 - pp. 879-962 Submit Homework 1
Week 3	Traumatic Brian Injury	Chapey (2008) - Chapter 33 - pp. 879-962
Week 4	Traumatic Brian Injury	Chapey (2008) - Chapter 33 - pp. 879-962
Week 5	Traumatic Brian Injury	Chapey (2008) - Chapter 33 - pp. 879-962 Submit Homework 2
Week 6	Traumatic Brian Injury	Chapey (2008) - Chapter 33 - pp. 879-962
Week 7	Right Hemisphere Disorders	Chapey (2008) - Chapter 34 - pp. 963-987 Submit Homework 3
Week 8	Right Hemisphere Disorders	Chapey (2008) - Chapter 34 - pp. 963-987
Week 9	Right Hemisphere Disorders	Chapey (2008) - Chapter 34 - pp. 963-987
Week 10	Right Hemisphere Disorders	Chapey (2008) - Chapter 34 - pp. 963-987 Submit Project 1
Week 11	Dementia	Chapey (2008) - Chapter 35 - pp. 988-1008
Week 12	Dementia	Chapey (2008) - Chapter 35 - pp. 988-1008
Week 13	Dementia	Chapey (2008) - Chapter 35 - pp. 988-1008 Submit Project 2
Week 14	Dementia	Chapey (2008) - Chapter 35 - pp. 988-1008
Week 15	Dementia	Chapey (2008) - Chapter 35 - pp. 988-1008 Submit Homework 4

For each, Traumatic Brain Injury, Right Hemisphere Deficits, and Dementia, we will explore etiology, associated deficits, prognosis, assessment, treatment, and patient and family counseling.

*This schedule is tentative and may be modified throughout the semester.
Additional journal readings (Distance Learning Library) will be assigned during the semester.*