Course Syllabus

Division: Teacher Education  
Program Area: Special Education  
Course Number: SED 5998  
Course Title: Educational Aspects of Traumatic Brain Injury (TBI)  
Course Credit: 1-8 Hours  
Course Section: Section - 200  CRN - 32709  
Term/Year: Spring/Summer 2013  
Course Location: University Center at Macomb  
Days/Times: On-Line  
Instructor: Dr. Sherry Cormier-Kuhn  
Office Address: 44575 Garfield Road Clinton Township, MI 48038  
Office Hours: Thurs. 12:00 – 4:00 pm  
Office Phone: (586) 263-6700  
Email: ab9296@wayne.edu or online, http://blackboard.wayne.edu

Course Description:
Traumatic Brain Injury (TBI) is the largest disabler of children and adolescence in the United States. TBI can affect a person’s motor, communication, cognitive, behavioral, social-emotional and/or sensory functioning. TBI impact on neurological processes in children and adolescence has significant educational implications for all educators, coaches, and parents.

Technical requirements for On-line or Hybrid Course:
WSU uses Blackboard http://blackboard.wayne.edu as its learning management system. WSU provides an online orientation to Blackboard, Blackboard Tutorials, and a self-assessment to determine if e-learning is for you. For more information on e-learning at WSU, visit the Office of Teaching & Learning at http://www.otl.wayne.edu. You will need to download & use the Firefox browser, available free of charge at http://www.mozilla.com/en-US. A high-speed internet connection is recommended.

Course Outcomes:
As a student at Wayne State University, you will:

1. Demonstrate knowledge of what happens to the brain during injury and in the early stages of recovery from TBI.
2. Explain how brain injury can impact motor, communication, cognitive, behavioral, social-emotional, and/or sensory functioning.
3. Outline the process for evaluating the needs of individual students with a TBI.
4. Locate appropriate educational programs and services for individual unique needs.
5. Develop an implementation plan that includes a means to evaluate educational outcomes and effectiveness.
6. Identify resources within the community for building partnerships between students, families, peers, and educators.
7. Demonstrate knowledge of intervention strategies for students manifesting behavioral problems that may be a function of a TBI.
8. Identify current technologies, analyze their capabilities and limitations, and determine how they can be used to enhance teaching and learning.

**Required & Recommended Readings:** Provided in each Module and available for downloading.

**Method of Instructions:**
This course incorporates on-line discussions, demonstrations, viewing, reading & responding, group sharing, case study research, VoID modules, and student presentations.

**Course Assignments:**
Inquiry-based discussions and activities will occur using Blackboard to extend our thinking. Students will assess, discuss, document, and share their thinking through a number of activities including the following performance assessments:

1. **Interactive Introductions (5%)**
2. **Video Viewing & Group Dialogues (for each Module)**
   Please remember to match your Video Discussions/Dialogues with the appropriate Module. Comments will be posted to the Discussion Board in Blackboard.
3. **Individual Journal Reflections (for each Module)**
   At the end of each unit, you will need to record your thoughts, questions, or comment on any new idea/s that have been generated. Reflections are to be emailed directly to the Instructor. Responses can be connected to your teaching experiences but must not be the focus of the response. You need to ground your thinking through the course discussions and related readings.
4. **Summative Assessment** (Dependent upon the total number of credits registered for this class) with additional information below:
   - 1 Credit: Complete Modules 1 - 4 (70%) and Choice Research Activity (20%)
   - 2 Credits: Modules 1 – 8 (70%) and a Case Study (20%)
   - 3 Credits: Modules 1 – 12 (70%) and a Case Study (20%)
   - 4 Credits: Modules 1 - 12 (60%), Case Study (15 %), & Choice Activity (15%)
   - 5 Credits: Modules 1 - 16 (60%), Case Study (15%), & Choice Activity (15%)

5. **Professional Commitment (5 % for all courses)**
   You are expected to participate in all discussion activities. Lack of participation negatively affects the other members of class. On-line discussion groups will be maintained throughout the course.

6. **Grade Summary - Intro (5%) + Prof.Com. (5%) + On-Line Course Work (90%)=100%**
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<thead>
<tr>
<th>MODULE TOPICS</th>
<th>MODULE NUMBER</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Introductions</td>
<td>Intro.</td>
<td>5/13</td>
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<tr>
<td>Etiology &amp; Dynamics of TBI –Types &amp; Severity</td>
<td>Module 1</td>
<td>5/13</td>
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<tr>
<td>Characteristics of TBI</td>
<td>Module 2</td>
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<tr>
<td>Physical, Motor, and Sensory Aspects of TBI</td>
<td>Module 3</td>
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<td>Mental Aspects of TBI</td>
<td>Module 4</td>
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<td><strong>1 Cr. Course - Mod. 1 - 4 &amp; Research Act.</strong></td>
<td>Skip if taking &gt; 1 cr.</td>
<td>6/03</td>
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<tr>
<td>Communication Aspects of TBI</td>
<td>Module 5</td>
<td>6/03</td>
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<td>Social-Emotional Aspects of TBI</td>
<td>Module 6</td>
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<td>Specific Educational Aspects of TBI</td>
<td>Module 7</td>
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<td>TBI compared to PTSD, ADHD, ASD, etc.</td>
<td>Module 8</td>
<td>6/24</td>
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<td><strong>2 Cr. Course – Modules 1 - 8 &amp; Case Study</strong></td>
<td>Skip if taking &gt; 2 Cr.</td>
<td>7/01</td>
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<tr>
<td>Relationships: Between Brain Injury, Learning, and Development</td>
<td>Module 9</td>
<td>7/01</td>
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<td>Transitions: Issues, Barriers, and Strategies</td>
<td>Module 10</td>
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<td>Learning &amp; Compensatory Strategies Cognition, Memory, and New Learning</td>
<td>Module 11</td>
<td>7/15</td>
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<tr>
<td>Learning &amp; Compensatory Strategies Reasoning, Problem Solving, Judgments, Organization, and Concentration</td>
<td>Module 12</td>
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<td><strong>3 Cr. Course – Modules 1 – 12 &amp; Case Study</strong></td>
<td>Skip if taking &gt; 3 Cr.</td>
<td>7/22</td>
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<tr>
<td><strong>4 Cr. Course – Modules 1-12, Case Studies, and a Research Activity</strong></td>
<td>Skip if taking &gt; 4 Cr.</td>
<td>7/29</td>
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<tr>
<td>Learning &amp; Compensatory Strategies Social/Emotional/Behavioral Issues</td>
<td>Module 13</td>
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<tr>
<td>Learning &amp; Compensatory Strategies Task Analysis &amp; RtI</td>
<td>Module 14</td>
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<td>Learning &amp; Compensatory Strategies</td>
<td>Module 15</td>
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<tr>
<td>Family &amp; Community Resources</td>
<td>Module 16</td>
<td>7/29</td>
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<tr>
<td><strong>5 Cr. Course – Modules 1-16 &amp; Case Study</strong></td>
<td>Student work for any number of credits</td>
<td>Last Day 7/29</td>
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Grading System:
Final grades are based upon total points converted into percentage of final grade:  A = 94-100, A- = 90-93, B+ = 87-89, B = 84-86, B- = 80-83, C+ = 77-79, C = 74-76, NP = < 73.

Note about grading:
The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course work requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performances. For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

Plagiarism:
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

Withdrawal Policy:
Beginning Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  o WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.
**Students with Disabilities:**
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, SDS staff will be glad to meet with you privately during office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

**Religious Observance Policy:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Additional References:**
Located in Blackboard for each Module 1-16
SCK 4/30/2013