SPED C055: COGNITIVE RETRAINING FOR ACQUIRED BRAIN INJURY SURVIVORS

Item	Value
Top Code	493030 - Learning Skills, Handicapped
Units	2,3 Total Units
Hours	72-126 Total Hours (Lecture Hours 18; Lab Hours 54-108)
Total Outside of Class Hours	0
Course Credit Status	Credit: Non-Degree Applicable (C)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	No
Grading Policy	Pass/No Pass (B)

Course Description

Formerly: C305. This course is designed to assist those with brain injuries learn to deal with and compensate for the various cognitive and psychosocial issues commonly experienced after brain injury. The program focuses on executive function skills (organization, time management, and problem-solving and decision-making strategies, etc.) as well as memory, practical note-taking, study strategies, and career development/transition. An emphasis is placed on the integration of technology as a cognitive prosthetic to assist with daily challenges. PREREQUISITE: Acceptance into the ABI program and SPED C070N. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. Identify one realistic goal within each of three different goal-setting categories.
2. Create an ABI Strategies Portfolio that identifies cognitive and psychosocial compensation strategies.
3. Demonstrate the ability to apply cognitive and psychosocial compensation strategies identified in the ABI Strategies Portfolio.

Course Objectives

- I Cognitive Skills/Strategies
- I. 1. Identify at least three realistic goals (e.g., accountability, personal, and/or transition) that can be completed within an 8-week period and complete a comprehensive Goal Setting form for each goal.
- I. 2. Given personal time management challenges, identify and implement at least two time management strategies.
- I. 3. Given specific scenarios, identify and apply appropriate decision-making techniques
- I. 4. Given specific scenarios, identify problem solving techniques appropriate for solving problems related to personal, work, and school issues.
- I. 5. Identify at least two note-taking techniques appropriate for each class and take notes to be included in their program portfolio.
- I. 6. Identify personal memory deficits and select an appropriate external memory device and/or compensation techniques.
- I. 7. Given typical work and/or school scenarios, identify information relevant to the scenario and its implications.
- II Psychosocial Issues
- II. 1. When given a map of the brain, identify the different lobes and list their main cognitive and behavioral functions with 80% accuracy.
- II. 2. Write a paragraph in sufficient detail identifying the areas of their brain that were injured, and the cognitive and behavioral functions associated with those areas with 80% accuracy.
- II. 3. In writing, construct a week long personal daily mood log incorporating each of the four steps that demonstrates clear understanding of the concept.
- II. 4. List the three main cognitive distortions prevalent in their life and list the four steps on how to derail the negative thought.
- II. 5. Identify and describe in sufficient detail, how each of the five emotional intelligent elements in their life has been impacted by sustaining an acquired brain injury and the compensation strategies they will use to alleviate the impact
- II. 6. When given a hypothetical situation, develop in writing, at least three logical options that take into account safety, compensation strategies and possible outcomes.
- II. 7. Construct a chart that illustrates at least five coping strategies, it will include reason and frequency of use and desired outcome.

Lecture Content

Executive Functioning Decision Making Goal Setting Tier 1 – Coastline Accountability Goals Tier 2 – Personal Goals Tier 3 – Vocational/ Transitional Goals Future Planning Personality profiles Values inventories Skills assessments Interest inventories Transition research

Lab Content

Executive Functioning and Decision Making Time Management Critical Thinking Problem-solving and Decision Making Study Skills, Memory, and Organization Note-taking Critical Reading Organization Techniques and Strategies Planning Techniques Internal Memory Aides External Memory Devices (e.g., Smartphones, tablets) Psychosocial Issues and the Brain Brain Anatomy Cognitive Behavioral Strategies Emotional Intelligence Communication Adaptability

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Lab (04)
- DE Live Online Lab (04S)
- DE Online Lab (04X)

Instructional Techniques

Instructors will use lecture, large and small group discussions, computer-mediated cognitive rehabilitation exercises, demonstration of skills, application of skills, group projects, and individual projects, online and in-class assignments, and homework assignments.

Reading Assignments

Students will read a variety of print and online articles related to cognition, behavior, and disability-related transition.

Writing Assignments

Students will be asked to read and take notes on a variety of online articles and class lectures and to complete various cognitive and psychosocial-related assignments. Students will complete future planning inventories and write a report on their scores and how they relate to a transition activity (return-to-work, school, volunteer, etc.)

Out-of-class Assignments

Students will complete goal-setting forms, readings, and research transition-related issues.

Demonstration of Critical Thinking

Students will complete problem-solving and decision-making worksheets and various cognitive and psychosocial assignments Use Effective Communication and Interpersonal Skills Students will be provided real-world scenarios and will be askedto role-play effective communication skills.Track communication and interpersonal skills via a strategies-journal

Required Writing, Problem Solving, Skills Demonstration

Students will complete Goal Setting activities, problem-solving, decision-making, and transition worksheets.

Eligible Disciplines

Psychology: Masters degree in psychology OR bachelors degree in psychology AND masters degree in counseling, sociology, statistics, neuroscience, or social work OR the equivalent. Masters degree required. Special education: Minimum qualifications for these faculty members are specified in title 5, section 53414. Masters degree required. Title 5, section 53414 Speech language pathology: Masters degree in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology, OR the equivalent. Masters degree required.

Other Resources

1. Coastline Library