

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPS 690D

COURSE TITLE

COGNITIVE RETRAINING/ABI

TYPE COURSE

NON-FEE

DSPS

CATALOG COURSE DESCRIPTION

To provide students with acquired brain injury with structured cognitive retraining and personal development to further prepare them for continuing education, vocational training, work re-entry, volunteer placements or increased independence in their home and community. (FT)

LECTURE/LABORATORY HOURS

270

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Cognitive Retraining course goals: Students will achieve a better understanding of their strengths and limitations since their brain injury and master relevant compensatory strategies. Instruction in the areas of cognitive retraining, communications skills, personal development, advocacy and coping strategies, basic academic skills, and vocational exploration will provide the student the necessary skills in order to successfully transition to volunteer placements, work or work-reentry programs, school or more independent living situations.

COURSE OBJECTIVES

1. Cognitive Retraining: The student will increase attention/concentration skills, develop memory strategies, increase and refine reasoning and problem-solving capabilities and improve time management and organization.
2. Communication Skills: The student will improve auditory comprehension, word retrieval, verbal expression and thought organization, ability to engage in meaningful conversations, and refine their verbal and non-verbal pragmatics.
3. Personal Development: The student will gain a better understanding of their interpersonal difficulties and limitations, learn to respond more effectively both verbally and non-verbally (pragmatics) in social situations, be better able to identify their critical issues and strengths, and demonstrate better adjustment to their disability.
4. Advocacy and Coping Strategies: The student will develop increased self-awareness, be able to apply a range of stress management techniques, develop new leisure options, utilize community support services and programs, demonstrate increased assertiveness, learn to identify and request appropriate accommodations and explore creative outlets.
5. Basic Academic Skills: The student will learn basic academics in the areas of reading, writing, spelling and math in addition to various study skills needed for school, vocational training, volunteering and/or return to work.
6. Vocational Exploration: The student will increase readiness to secure a volunteer placement, complete vocational training or enter/re-enter competitive employment by becoming more aware of training and job requirements relative to personal strengths and limitations.

SECTION II

COURSE CONTENT AND SCOPE

1. Cognitive Retraining
 - 1.1. Cognitive-perceptual integration
 - 1.1.1. Attention/concentration
 - 1.1.2. Orientation to time and place
 - 1.1.3. Visual perception
 - 1.1.4. Spatial processing
 - 1.2. Memory facilitation and compensation
 - 1.2.1. Memory theory concepts (e.g., short and long-term, episodic and semantic, storage and retrieval, recall and recognition, etc.)
 - 1.2.2. Assessment of specific memory skills and deficits
 - 1.2.3. Memory facilitation (internal) strategies (e.g. rehearsal, acronyms/acrostics, association and peg systems, visualization, categorization, rhythm/rhyme, and story creation via chaining)
 - 1.2.4. Compensatory (external) strategies (e.g. lists and journals, clocks, timers, electronic and paper day planners and calendars, written and audio notes (digital voice and tape recorders), computers, and environmental cues)
 - 1.3. Problem solving and decision making
 - 1.3.1. Concise statement of the problem
 - 1.3.2. Identification of key causes
 - 1.3.3. Brainstorming possible solutions
 - 1.3.4. Determination of consequences of each solution
 - 1.3.5. Prioritization of solutions related to desired consequences
 - 1.3.6. Choosing optimal solution(s)
 - 1.3.7. Implementation and follow through on the plan in a sequential manner
 - 1.3.8. Evaluation of success
 - 1.3.9. Reassessment for future problem solving
2. Communication Skills
 - 2.1. Auditory processing
 - 2.1.1. Auditory attention and discrimination
 - 2.1.2. Auditory comprehension in a variety of settings
 - 2.1.3. Auditory association and categorization
 - 2.2. Verbal expression
 - 2.2.1. Speech production intelligibility in terms of articulation, rate, vocal quality, volume, etc
 - 2.2.2. Word retrieval
 - 2.2.3. Thought organization
 - 2.2.4. Syntactic and grammatical competency
 - 2.2.5. Abstract conceptualization and reasoning
 - 2.2.6. Application of alternative or augmentative communication systems when necessary

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.3. Pragmatics
 - 2.3.1. Awareness of definition and scope of pragmatics (verbal/nonverbal communication)
 - 2.3.2. Comprehension of rules and parameters of pragmatics
 - 2.3.3. Self-assessment of areas for social improvement
 - 2.3.4. Identification of non-verbal peer pragmatics comfort
 - 2.3.5. Giving and receiving feedback comfortably
 - 2.3.6. Ability to alter pragmatics to solve interpersonal problems
- 3. Personal Development
 - 3.1. Awareness of self and emotional adjustment
 - 3.1.1. Personality styles
 - 3.1.2. Self-concept/self esteem
 - 3.1.3. Realistic goal setting and formulating a sequenced plan to reach them
 - 3.1.4. Anger management, incorporating self-monitoring performance/behavior and making corrections
 - 3.1.5. Ability to anticipate consequences of action/behavior and plan accordingly
 - 3.1.6. Locus of control and responsibility issues
 - 3.1.7. Role identification and internalization
 - 3.1.8. Principles of self-disclosure
 - 3.1.9. Reconciliation of present to past condition
 - 3.1.10. Identification of emotions
 - 3.1.11. Emotional adjustment, including dealing with grieving process, denial, and depression
 - 3.2. Relationship enhancement
 - 3.2.1. Active listening and appropriate responses
 - 3.2.2. Handling compliments, criticism and possible effects of peer pressure
 - 3.2.3. Dealing with loneliness and establishing new relationships
 - 3.2.4. Sexual adjustment to disability
- 4. Advocacy and Coping Strategies
 - 4.1. Self-awareness and information
 - 4.1.1. Identification of strengths/limitations/goals
 - 4.1.2. Body awareness
 - 4.1.3. Awareness and knowledge of disability
 - 4.1.4. Knowledge about basic neuroanatomy and physiology
 - 4.1.5. Education about legal rights and reasonable accommodations
 - 4.2. Assertiveness training
 - 4.2.1. Distinguishing among passivity, aggressiveness, and assertiveness
 - 4.2.2. Getting needs met and asking for appropriate accommodations
 - 4.2.3. Consumer advocacy
 - 4.3. Social recreational skills
 - 4.3.1. Leisure option exploration
 - 4.3.2. Identification of community resources (adaptive and mainstream)

COURSE CONTENT AND SCOPE (CONTINUED)

- 4.4. Stress management
 - 4.4.1. Identification of personal stressors
 - 4.4.2. Adaptive exercise/stretching
 - 4.4.3. Breathing, visualization and guided imagery techniques
 - 4.4.4. Identification of stress management techniques
- 4.5. Creativity development
 - 4.5.1. Initiation and follow-through on projects
 - 4.5.2. Sequencing skills
 - 4.5.3. Artistic skills development
 - 4.5.4. Adapted physical strategies
- 5. Basic Academic Skills
 - 5.1. Reading skills
 - 5.1.1. Word recognition skills
 - 5.1.2. Reading comprehension skills
 - 5.1.3. Oral/written vocabulary
 - 5.1.4. Recognition of survival sight words
 - 5.1.5. Application of reading to real life situations
 - 5.2. Writing and spelling skills
 - 5.2.1. Ability to write complete sentence, paragraphs and letters
 - 5.2.2. Improvement of spelling through phonics, word patterns, visualization and dictionary skills
 - 5.2.3. Handwriting legibility and endurance
 - 5.3. Math skills
 - 5.3.1. Whole numbers, percents, fractions and decimals
 - 5.3.2. Applied life situations
 - 5.3.3. Calculator use
 - 5.3.4. Money and budget skills
 - 5.4. Study skills
 - 5.4.1. Organization and time management
 - 5.4.2. Accommodations and services
 - 5.4.3. Note-taking strategies
 - 5.4.4. Text-reading and highlighting strategies
 - 5.4.5. Test-taking strategies
- 6. Vocational Exploration
 - 6.1. Assessment
 - 6.1.1. Appraisal of strengths, weaknesses and changes
 - 6.1.2. Career interest inventories
 - 6.1.3. Realistic goal setting
 - 6.2. Volunteer placement/job search and acquisition
 - 6.2.1. Search strategies
 - 6.2.2. Job application
 - 6.2.3. Resume writing
 - 6.2.4. Interview techniques
 - 6.2.5. Disclosure issues, legal rights with respect to disability legislation, and benefit considerations

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.3. Volunteer placement /job retention
 - 6.3.1. Personal appearance and hygiene
 - 6.3.2. Work-related behaviors
 - 6.3.3. Organization and follow-through
 - 6.3.4. Interpersonal workplace communication and coping skills
 - 6.3.5. Punctuality and attendance

APPROPRIATE READINGS

- 1. Instructor-generated handouts.
- 2. Commercial materials designed for adult students.
- 3. Written materials found in the community, work or personal environment of the students.

WRITING ASSIGNMENTS

Typical writing assignments may include, but are not limited to:

- 1. Individual worksheets or workbooks.
- 2. Creative writing and journaling.
- 3. List writing, day planner entries and form completion.
- 4. Letter, short report or speech writing.

Writing assignments may be done with pen/pencil/paper, on personal computers, typewriters or with other communication devices as needed by the individual.

OUTSIDE ASSIGNMENTS

Homework to reinforce and practice concepts taught in class is assigned at the discretion of individual Instructors.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

- 1. Small group/individual activities in problem solving.
- 2. Individual activities that require the synthesis/evaluation/explanation and application of information or concepts learned in class.

EVALUATION

A student's performance in the course will be evaluated based on a combination of the following:

- 1. Student Education Contracts, which are developed, implemented and reviewed every semester by the ABI staff to monitor students' progress.
- 2. Attendance and punctuality.
- 3. Participation in class.
- 4. Instructor observation.
- 5. Student-instructor team meetings.

EVALUATION (CONTINUED)

6. Instructor-generated assessments (quizzes, pre-/post-tests).
7. Homework completion, timeliness and accuracy.
8. In-class exercises and projects.
9. Peer feedback.

METHOD OF INSTRUCTION

1. Group and individual instruction via lecture and/or discussion.
2. Demonstration or “hands-on” instruction.
3. Laboratory.
4. Audio-visual study units.
5. Computer-aided instruction.
6. Guest speakers.
7. Field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Due to the diversity of students enrolled in DSPS classes, standard texts are not generally required.

Instructor will provide: copy of course syllabus, a schedule, appropriate handouts and work sheets, basic art supplies, audio-visual aids, including video tapes, charts, diagrams, audio tapes, models, books, adaptive devices, and computer software.

Student will provide: a class notebook, dividers, paper, pens/pencils, a watch, and day planner/calendar.

PREPARED BY: Mary Lewis DATE: April 28, 1987

REVISED BY: Heike Kessler Heiberg DATE: March 26, 2003

REVISED BY Instructional Services/SLO's Added DATE January 8, 2013

REVISED BY Deborah L. Moore DATE May 6, 2020

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002

