

Lesson 1: Feedback Exercise

1. Define a traumatic brain injury.
2. List 6 causes of traumatic brain injury:

True or False

3. T F The terms "acquired brain injury" and "traumatic brain injury" are interchangeable terms.
4. T F Less than 1 million brain injuries occur annually.
5. T F Brain injury is the leading cause of death and disability in children.
6. T F Females are more likely to experience a brain injury than males.
7. T F Automobile accidents account for over 75% of brain injuries.
8. T F Alcohol is involved in half of brain injuries.

Lesson 2: Feedback Exercise

1. Define open head brain injuries.
2. Define closed head brain injuries.
3. Define contusions of the frontal and temporal lobes.
4. Define Coup/Contra-coup damage.
5. Define axon injury.

True or False

6. T F Open head injuries are also known as "penetrating injuries."
7. T F With closed head injuries the brain itself is penetrating by an external force.
8. T F Close head injuries result only in axon injury.
9. T F With axon injury nerve functioning ceases.
10. T F Contusions of the frontal and temporal lobes are open head injuries.

Lesson 3: Feedback Exercise

1. Define a coma.
2. List the two most common scales used to assess a coma.
3. What three areas are assessed with the Glasgow Coma Scale.

True or False

4. T F A coma is a temporary period of unconsciousness.
5. T F Brief periods of unconsciousness can be associated with severe mental impairments.
6. T F Comas generally result from Coup/Contra-coup injuries.
7. T F Generally the longer the individual remains in a coma the more severe the impairments.
8. T F Level 1 of the Rancho Los Amigos Scale of Cognitive Functioning is purposeful and appropriate behavior.
9. T F According to the Glasgow Coma Scale, severe brain injury is characterized by a loss of consciousness of at least 24 hours.
10. T F An individual can experience brain injury without experiencing a loss of consciousness.

Lesson 4: Feedback Exercise

1. Define secondary brain damage.
2. Define herniation.
3. Define infarction.
4. Define thrombosis.
5. Define embolism.
6. At which locations can hematomas occur?

True or False

7. T F The more severe the brain injury the more severe the headache.
8. T F Hematomas are collections of water on the brain.
9. T F Secondary damage does not result in permanent damage.
10. T F Surgical intervention is often the best way to control secondary damage.

Lesson 5: Feedback Exercise

1. Compare and contrast hemiparesis and hemiplegia.
2. List 3 ways in which motor abilities can be affected by a brain injury.
3. List the 4 types of seizures mentioned in this lesson.
4. What is 1 way in which speech and language can be affected by a brain injuries.

True or False

5. T F A brain injuries often result in a decreased tolerance for drugs and alcohol.
6. T F The term "dysnomia" refers to difficulty articulating sounds.
7. T F Partial seizures result in loss of consciousness.
8. T F The term "dysphagia" refers to difficulty breathing.
9. T F Ataxia is caused by muscle weakness.
10. T F Physical symptoms are often temporary.

Lesson 6: Feedback Exercise

1. List 3 cognitive symptoms of brain injuries.
2. Define retrograde amnesia.
3. Define executive functions.
4. Define the function of the hippocampus.

True or False

5. T F Incidental memory is the ability to recall attended information.
6. T F Impairments in executive functioning may make the individual appear "lazy."
7. T F Cognitive symptoms of a brain injury are temporary in nature.

Lesson 7: Feedback Exercise

1. State why behavioral changes are often the most difficult symptoms of a brain injury.
2. State the effect a brain injury can have on self-esteem.
3. Define ego-centricity.

True or False

4. T F Denial of changes is a common emotion for an individual with a brain injuries.
5. T F Due to the wide extent of damage a brain injury almost always affect the self-esteem of the individual involved.
6. T F Inflexibility occurs as a result of underlying cognitive changes which limit the individual's ability to analyze information.
7. T F People with a brain injury often say or perform things spontaneously, without thinking about the outcome.
8. T F People with a brain injury will say or perform without thinking about the outcome of the words or actions.
9. T F Changes in drive includes changes in sexual drive, as well as changes in appetite and temperament.
10. T F Although some individuals with brain injuries will become apathetic towards life, not every individual with brain injuries will.

Lesson 8: Feedback Exercise

1. List, in order, the four stages of the grieving process.
2. State the importance of stress management.
3. State an effective way to work through a crisis.
4. State the importance of establishing and maintaining routines.

True or False

6. T F Alternations in family structure may occur following a traumatic brain injury.
7. T F The grieving process is a natural process.
8. T F Humiliation is the second stage in the grieving process.
9. T F The individual with TBI should be given many tasks to increase independence.

Lesson 9: Feedback Exercise

1. List the 5 types of rehabilitative facilities.
2. List the 2 ways in which physical disabilities can occur.
3. State the first thing which must be done before cognitive rehabilitation can occur.
4. Define task analysis.
5. State the most important step in behavioral rehabilitation.

True or False

6. T F Self-monitoring techniques help the individual in learning to think before performing an action.
7. T F The goal in cueing is for another person to direct the individual's focus back on task.
8. T F Transitional living facilities focus on changes necessary in moving from one type of placement to another (eg. hospital to home).

Lesson 10: Feedback Exercise

1. Describe one type of test which can aid in vocational rehabilitation.
2. Discuss unrealistic goal setting.
3. Define situational assessment.
4. Discuss how the setting of realistic goals can be made easier.
5. State what must be completed before goal setting can begin.

True or False

6. T F Pre- and post-injury work history information can provide valuable insight to the abilities and interests of the individual regarding vocational placement.
7. T F Vocational rehabilitation cannot occur without the active participation of the individual in the vocational placement process.
8. T F The physical effects of brain injuries are the most important aspect in vocational rehabilitation.

Lesson 11: Feedback Exercise

1. Discuss the importance of staff training.
2. Discuss how attitudes effect staff.
3. Discuss the drawback of modeling a training approach.
4. Define nonmaleficence.
5. List 4 strategies for family-centered rehabilitation.

True or False

6. T F Many staff enter the field of TBI with adequate training and knowledge.
7. T F Performance is measured through staff assessment.
8. T F Instruction is best provided through lecture