

CSD 614

Preventing, diagnosing and treating communication disorders with the middle to older adulthood population

Spring 2011 (5 credit hours)

Th 3:30 to 5:00; Fri 8:00 – 11:00; Reynolds Center, room C228/229

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Course Description: Communication disorders (speech, language, cognition and hearing) in middle-aged and older adults. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed. Successful completion of CSD 642 is a prerequisite to this course.

Required Materials: Brookshire, R. (2007). *Introduction to Neurogenic Communication Disorders*, (7th Ed.). St. Louis: Mosby Elsevier.

Andrews, M.L. (2006). *Manual of Voice Treatment: Pediatric through Geriatrics*, (3rd Ed.). Clifton Park, NY: Thompson Delmar. (should have been purchased last semester)

American Psychological Association (2009). *Publication Manual of the American Psychological Association*, 6th Ed. Washington, DC: American Psychological Association. (spiral-bound version is recommended)

Highly recommended: McFarland, D. (2009). *Netter's Atlas of Anatomy for Speech, Swallowing and Hearing*. St. Louis: Mosby/Elsevier Press. ISBN 078-0-323-05656-4

Relationship to ASHA Standards: ASHA upholds seven Standards related to academic and clinical training as well as continuing education. This course contributes to completion of the Standards outlined below. You each have a KASA form on file with the department to help track your knowledge and skills as related to the Standards as your move toward obtaining your CCC.

Standard III-C – knowledge of the nature of the disorder, etiologies, characteristics, acoustic, psychological, developmental, linguistic and cultural bases

Standard III-B – knowledge of basic communication processes including biological, neurological, acoustic, psychological, developmental, linguistic and cultural correlates

Standard III-D - knowledge of principles and methods of prevention, assessment and intervention for persons with communication disorders including consideration of biological, neurological, acoustic, psychological, developmental, linguistic and cultural correlates of the disorders.

Standard III-F – knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Standard III-G – knowledge of contemporary professional issues

Course Objectives: Upon successful completion of the course the student will demonstrate knowledge of the following objectives and the skills to integrate them into the frameworks of clinical practice of speech-language pathology:

- Skills in differential diagnosis, assessment, treatment, and education about common disorders in the target population to include:
 - Aphasia
 - Dementia
 - Right hemisphere syndrome
 - Motor speech disorders
 - Hearing loss
- Skills in developing and treatment plans for addressing cognitive/communicative and motor speech disorders in the target population
- Skills in understanding and use of common medical terminology and abbreviations
- Skills in understanding various etiologies/disease processes related to neurogenic speech, language and cognitive disorders in the target population

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic center, telephone (501) 279-4019.

Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019 or tmcleod@harding.edu.

Assessment Statement

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools.

The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding.

Thus, a comprehensive assessment program has been developed that includes both the Academic units and Administrative and Educational Support units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Course Policies:

- Attendance is expected at each class meeting
- Students are expected to read assigned material prior to class and be prepared to participate in class discussions. Students who miss class are responsible for content.
- Please don't text during class. Although I may not "call you out," I notice. I consider it rude and unprofessional. If you have an urgent situation that requires your attention, just let me know.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All work should be submitted in Times New Roman 12-point font. Refer to materials from your Professional Writing course as well as your APA Manual (6th Edition) for clarification and examples of good writing. Utilize the Writing Lab on the 3rd floor of the American Studies Building.
- Deadlines should be adhered to. Late work is not accepted. Plan ahead.
- Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.
- Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

Course Requirements – see separate instruction sheets on Moodle for specific details. Due dates can be found on the course outline.

Family Education	50 points
Prevention Project	50 points
Assessments (5 total)	150 points
Treatment Presentation	100 points
Book/Movie Review	50 points
Midterm Exam	200 points
Final Exam	300 points (200 points written, 100 points oral)
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	900 points

Final grades will be determined as follows:

A - 90 – 100%

B- 80 – 89%

C - 70 – 79%

D - 60 - 69%

F - below 60%

If you find yourself struggling with the material, please make an appointment to meet with me.

Rise up in the presence of the aged, show respect for the elderly and revere your God. Lev 19:32

Tentative Course Outline – Subject to change at Instructor’s discretion

Date	Topic	Reading	Activity
Week 1 – Jan 12 & 13	Aphasia	Brookshire Chp 1, 2 & 6 Kleim & Jones, 2008	Neuro review - application
Week 2 – Jan 19 & 20	Aphasia	Brookshire 5 & 8	
Week 3 – Jan 26 & 27	Aphasia	Brookshire 5 & 8	
Week 4 – Feb 2 & 3	Aphasia	Brookshire 9	
Week 5 – Feb 9 & 10	Aphasia	Brookshire 9	Lingraphica inservice 2/10
Week 6 – Feb 16 & 17	Dementia	Brookshire 6	
Week 7 – Feb 23 & 24	Dementia	Brookshire 6	
Week 8 – Mar 1 & 2	Dementia	Brookshire 6	Family Education project due 3/2
Week 9 - March 8 & 9	Dementia	Brookshire 6	Midterm in testing lab
Spring Break			
Week 10 – Mar 22 & 23	RHD	Brookshire 10	
Week 11 – Mar 29 & 30	RHD	Brookshire 10	
Week 12 – Apr 5 & 6	MSD	Brookshire 13	
Week 13 - Apr 12 & 13			No class this week – use your time wisely
Week 14 – Apr19 & 20	MSD	Brookshire 13	Assessment project due 4/20
Week 15 – Apr 26 & 27	MSD	Brookshire 13	Oral History due 4/27
Week 16 – May 3 & 4		Treatment Presentations	
Finals Week			