

CSC 614 – Fall, 2008
**Preventing, Diagnosing and Treating Communication Disorders with the Middle to
Older Adulthood Population**

Daniel C. Tullos, Ph.D., CCC-SLP & Melanie Lawry, M.S., CCC-SLP

Course Description:

Communication development and disorders (speech, language, 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.

Required Texts:

American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author (ISBN: 1557988102)

Andrews, M.L. (2006). Manual of voice treatment: Pediatrics through geriatrics (3rd ed.). Clifton Park, NJ: Thomson. (ISBN: 1418009571)

Brookshire, R.H. (2007). Introduction to neurogenic communication disorders (7th ed.). Philadelphia: Mosby. (ISBN: 9780323045315)

Student Learning Objectives

The student will be able to

- identify the nature of communication disorders that middle-aged to older adults might develop **Std. III-B, III-C**
- identify the risks for middle-aged to older adults to develop communication disorders **Std. III-B**
- identify methods to prevent communication disorders for middle-aged to older adults **Std. III-C**
- determine the appropriate assessment instruments to be used to diagnose communication disorders in middle-aged to older adults **Std. III-D**
- interpret the results of assessments administered to middle-aged to older adults **Std. III-D**
- determine the appropriate treatment plan for middle-aged to older adults with communication disorders **Std. III-D**
- determine the appropriate treatment techniques for middle-aged to older adults with communication disorders **Std. III-D**

Course Requirements:

1. Students are required to read all assigned chapters and articles. During each class period students are strongly recommended to engage in class participation and questions regarding the topic material. The case history analysis grade will be a

culmination of all material presented throughout the semester.

2. Each student will individually write five 2-3 page research based summary papers on the following:
 - summary of voice
 - prevention, diagnosis, and treatment of voice
 - summary of hearing
 - prevention, diagnosis, and treatment of hearing
 - communication modes (AAC and manual systems)These papers will consider the above topics from the perspective of middle-aged to older adults. Drafts will be submitted and returned corrected copies will be resubmitted. APA Guidelines will apply to all academic writing unless otherwise specified.
3. Each student will administer and submit the following:
 - Mini-Mental State Exam
 - Global Deterioration Scale
 - ABCD
 - Boston Aphasia Scale
4. Each student will be assigned four case histories as a part of the final. Students will have approximately 20 minutes to analyze and record information. Two of these histories will be then be presented to the class. If that student is unable to provide important information, that history will be then opened to the class for additional comments. Grades will be based on oral and written analysis and participation in class discussion. Specific grade values are presented below.

EVALUATION AND GRADING:

25%	Summaries and Prevention, Diagnosis and Treatment Papers
25%	Assessment Protocols
10%	Case History 1 (Oral and Written)
10%	Case History 2 (Oral and Written)
10%	Case History 3 (Written)
10%	Case History 4 (Written)
10%	Class Contributions

Professional conduct.

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a “0” on your quiz or exam.

2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No “IMs” (instant messaging) during class.
3. Come to class on time to minimize distractions and be considerate of the rest of the class.
4. Any requests for assignment changes must be approved **ahead** of time. No exceptions!

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, or psychological) 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 Office 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.

Academic Integrity: Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

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Tentative Schedule

August	26	Anatomical Review (Andrews, Chpt. 1, Brookshire, Chpt. 1, Seikel, King & Drumright (or other undergraduate anatomy and physiology text)
	28	Anatomical Review (cont.)
September	2	Anatomical Review (cont.)
	4	Anatomical Review (cont.)
	9	Voice (Andrews, summary draft)
	11	Voice (cont.)
	16	Voice (cont., summary paper final)
	18	Voice (cont., research articles, Andrews 2 & 3) prevention, diagnosis and treatment draft)
	23	Voice (cont.)
	25	Hearing Impairment (HI draft, Voice PDT paper)
	30	Hearing Impairment (cont., Hearing PDT draft)
October	2	Communication Modalities (summary draft)
	7	Communication Modalities (summary paper final)
	9	ArkSHA - Hot Springs
	14	Cognition (Brookshire, Chpt. 3, 4)
	16	Cognition
	21	Assessments due
	23	
	28	Aphasia (to be announced)
	30	Aphasia
November	4	Aphasia
	6	Aphasia
	11	Right Hemisphere Impairment (Brookshire, Chpt. 10)
	13	Right Hemisphere Impairment
	18	Motor Speech Disorders
	20	ASHA - Chicago
	25-27	Thanksgiving Break
December	2	Motor Speech Disorders
	4	Motor Speech Disorders
	9	Case Histories (review for final)
	11	Case Histories (review for final)
	16	Final (4:00-6:30)