



CSD 6450 - *Clinical Issues in the Middle to Older Adult Population*

Harding University
College of Allied Health

5 Credit Hours

Class Meetings Times –Tuesday/Thursday 1:00 – 3:30

Swaid 103

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Semester/Term: Fall 2023

Office Hours: email for an appointment

Course Information

Course Description

[Catalog Description](#)

Prerequisites

none

Course Rationale

This course is designed to provide the graduate student in communication sciences and disorders with a functional knowledge of the disorders and diseases commonly encountered by SLPs working with older adult and geriatric populations. Common models for reimbursement will be discussed, goal setting as it relates to the WHO-ICF will be practiced, and treatment planning will be explored.

Course Materials

Required materials:

Brookshire, R. (2015). *Introduction to Neurogenic Communication Disorders*, (8th Ed.). St. Louis: Mosby Elsevier. ISBN 978-0-323-07867-2

Intedashboard: 1 year subscription

Access to SpeechPathology.com www.speechpathology.com (free via Educational Access)

Course Communication Protocols

I will use Canvas to communicate with you as a group. I may also send emails to your Harding accounts, especially for individual communication. I prefer you use my Harding email and can expect a reply within 24 hours during the week. I promise to respect your time outside of class, so please remember to extend me the same courtesy. I am available each week for office hours and am happy to schedule times to meet with you individually or in a small group to discuss course concepts, assignments, quizzes or to review an exam. If my office door is open, you are welcome to stop in but I may have to reschedule a time with you.

Classroom Code of Conduct

In our class, we will adhere to the following expectations as they contribute to an impression of professionalism, something that should be very important to you as you prepare for a career.

1. Please put away your cell phone in order to be present during class. No cell phones or electronic devices during quizzes and exams – you will earn a “0” on the quiz or exam.
2. If you use your laptop during class time, keep it relevant to what we’re doing.
3. Please come to class on time to minimize distractions and be considerate of the rest of the class. Remain until the class is dismissed.
4. Attend **ALL** classes. If you need to miss a class period, please visit with me or email me before the class period. If you are absent, submit assignments early or send them with a classmate. If you miss a quiz, you will earn a zero. Attendance policy: [Harding University Attendance Policy](#)
5. Read assigned material prior to class and be prepared to participate in class discussions. If you miss class, you are still responsible for the content.
6. Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). All work should be submitted in Times New Roman 12-point font. Refer to materials from your Research & Writing course as well as your APA Manual (7th Edition) for clarification and examples of good writing. Utilize the Writing Lab on the 3rd floor of the American Studies Building.
7. Late work is not accepted and earns a grade of zero.
8. Submitting work taken directly from another source (including AI) is considered plagiarism and will be given a zero. 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 or previous semester may be subject to having an academic integrity sanction added to their college record.
9. No audio/video recordings of class may be made without the instructor’s consent.

Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Integration of Faith and Learning Statement

As your instructors, we hope that you see your practice as rehabilitation professionals as a vehicle of service to God’s children. With this course, we aim to equip you to serve His creation in the pursuit of wellness.

Learning Objectives

Relationship to ASHA Standards:

ASHA upholds six academic and clinical training standards as well as continuing education and acquiring and maintaining the Certificate of Clinical Competence. They can be found via hyperlink in your departmental

handbook and students are encouraged to become familiar with them. This course contributes to the completion of the standards outlined below as they relate to the middle to older adult population. Progress towards meeting the standards is tracked on the KASA form.

Standard IV-B The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Speech sound production to encompass articulation, motor planning and execution, phonology, and accent modification
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Cognitive aspects of communication, including attention, memory, sequencing, problem-solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

Standard IV-D For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-G The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

And the current [Standards](#) for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

Standard 3.1.1B The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified.

Accountability

- Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health

Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

- Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).
- Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.
- Explain the health care and education landscapes and how to facilitate access to services in both sectors.

Standard 3.1.2B The program must include content and opportunities to learn so that each student can demonstrate knowledge of the:

- Understand the Discipline of human communication sciences and disorders;
- Understand basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- Integrate information pertaining to normal and abnormal human development across the lifespan;
- Understand the nature of communication processes including elements of
 - Articulation;
 - Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
 - Hearing, including the impact on speech and language;
 - Cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning);
 - Social aspects of communication (e.g. behavioral and social skills affecting communication);
 - Augmentative and alternative communication.

Standard 3.1.3B The program must include content and opportunities to learn so that each student can demonstrate knowledge to

- Analyze principles and methods of identification of communication and swallowing disorders and differences
- Develop principles and methods of prevention of communication and swallowing disorders.

Standard 3.1.5B The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in

- The development intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment.

Standard 3.1.6B The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstrating

- The understanding of ethical conduct
- The integration and application of knowledge of the interdependence of speech, language, and hearing
- Engaging in contemporary professional issues and advocacy

Course Learning Objectives (CLOs)

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:

1. Skills in differential diagnosis, assessment, treatment, and prevention/education about common disorders in the target population to include: aphasia (neurogenic language impairment), dementia (neurogenic cognitive impairment), dysarthria and apraxia (neurogenic speech impairments), and the impact of hearing loss on communication (presbycusis)
2. Skills in the development of treatment plans addressing cognitive communication and motor speech disorders in the target population
3. Skills in understanding and use of common medical terminology and abbreviations
4. Skills in understanding various etiologies and disease processes related to neurogenic speech, language, and cognitive disorders in the target population
5. Knowledge of contemporary issues (billing, documentation, etc.) related to the treatment of neurogenic communication disorders

Grading and Assignment Details

Grading Information

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

Grade schedule: **A-** 90-100

B- 80-89

C- 70-79

D- 60-69

F- less than 60

Course Requirements- You will see instructions on Canvas with specific details on each assignment and project in the class. Due dates can be found on the course outline and on Canvas. Completing all projects and exams is required to receive credit for this course.

Projects-15% of course grade

- Education- working in a group, you will create a piece of relevant educational material
- Prevention- working in a group, you will create a prevention program for a target disorder
- Notes- submit your notes from each reading assignment
- Discussion forums- Interview with Brenda Breezeel and Liz Thompson
- Reflections
 - Tracheostomy simulation
 - Haunted House IPE
 - Dementia Simulation

Quizzes- 10% of course grade

- iRAT
- tRAT
- Team Maintenance

Exams- 75% of course grade as follows:

- Exam 1- Motor Speech Disorders- 18.75%
- Exam 2- Dementia- 18.75%
- Exam 3- Aphasia-18.75%
- Final Exam- Comprehensive-18.75%

Appointments may also be made (and encouraged) to review exams and answer any questions regarding course content or difficult concepts. You should take ownership of and responsibility for your course grades and are strongly encouraged to use the abundant resources available.

Late work is not accepted and earns a grade of zero.

Remediation

If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account and the course will be marked as "in remediation" on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

Participation/Attendance

Attendance at each class meeting is expected and will be recorded. Come to class having read the material, viewed the accompanying Echo Lectures and have your questions ready. I truly want you to be successful in mastering this course material but cannot answer questions that you don't ask. I promise that I will always respect your willingness to seek a greater depth of knowledge and promise never to knowingly make a student feel "silly" for asking a question in class.

Should you need to miss class due to illness or other extenuating circumstances, please email me before class time. You will still be responsible for the information obtained during class.

Attendance Policy: [Harding University Attendance Policy](#)

Submitting Assignments

Please use Canvas for submitting assignments; each assignment has a correlating spot for submission. If your file is too large to upload to Canvas, use Google Drive. Please follow up on your submission to Google Drive with an email to me alerting me to look for it.

Policies and Procedures

University Policies

University Assessment

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 Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. 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 the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

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 Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any [Harding University student handbooks](#) as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times.

Special Note on the use of AI such as ChatGPT

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping

this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following [the policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning.

Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Counseling](#)
- [Registration](#)
- [Student Life](#)
- [Financial Aid](#)
- [Career Services](#)

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

Tentative Class Schedule

Date	Topic	Readings/Assignments to be done before class:	Activity- In class
Week 1 – Aug 22	Introduction		Class format, form groups, review folder content Note Taking Strategies Where are we going?
Week 1 – Aug 24	Foundations	Article by Blake & McLeod on ICF Brookshire Ch 3 (esp p. 79)	ASHA video Facts on Aging/ 5 stages of aging
Week 2 – Aug 29	Foundations	Brookshire Ch 6 Appendix A (p 427)	<i>Quiz 1 on ICF</i> Case Studies
Week 2 – Aug 31	Foundations	Ch 4 in Stein-Rubin & Fabus (on Canvas) Brookshire 7 ASHA NOMs	<i>Quiz 2 on Psychometrics</i> Writing Goals using the ICF
Week 3 – Sept 5	Foundations	Hudson & DeRuiter, Chapter 14 SP.Com #9839 (Medical Necessity)	<i>Quiz 3 on Reimbursement</i> Covering the Basics
Week 3 – Sept 7	MSD	Brookshire 13 <i>Complete MSD chart</i>	Movie: Still: A Michael J. Fox Movie Listening to dysarthric features
Week 4 – Sept 12	MSD	Duffy's <i>Pearls of Wisdom</i> Strand's <i>Substrates</i> SP.Com #8759 – ELMS model	<i>Quiz 4 MSD</i> Covering the basics Review for Trach Sim
Week 4 – Sept 14	MSD	Brookshire 1 Brookshire 2 Maas's <i>Principles of Motor Learning</i>	NO CLASS-Trach Sim with Nursing

Week 5 – Sept 19	MSD	Complete reflection on canvas for Trach Simulation Kleim & Jones <i>Principles of Neuroplasticity</i> Ludlow, et al <i>Translating Principles of Neural Plasticity . . .</i>	<i>Quiz 5</i> Case study – dysarthria Case study – AOS TED Talk
Week 5 – Sept 21	MSD	Interview w/Liz Thompson (Canvas)	MSD Assessments
Week 6 – Sept 26	MSD	Complete reflection related to Liz Thompson interview	Piecing it together Review for Motor Speech Exam
Week 6 – Sept 28			Exam 1 – Motor Speech Disorders
Week 7- Oct 3	Dementia	<i>Aging with Grace</i>	Discussion of <i>Aging with Grace</i>
Week 7 – Oct 5	Dementia		Dementia Simulation with UAMS Haunted House Sim*
Week 8 – Oct 10	Dementia	Brookshire 12 <i>Complete dementia chart</i>	<i>Quiz 6– Dementia</i> Covering the basics
Week 8 – Oct 12	Dementia	Brookshire 4	Movie- The Forgetting
Week 9 – Oct 17	Dementia	Sp.Com #9008	Dementia Assessments Case Study
Week 9- Oct 19	Dementia	Hopper, et al (2013)	<i>Quiz 7</i> Case Studies
Week 10 – Oct 24	Dementia		Panel/Discussion Case Studies
Week 10 – Oct 26	Dementia	Complete reflection on canvas for panel/discussion	NO CLASS- PECS Training
Week 11 – Oct 31	Dementia	Complete reflection in canvas Haunted House IPE	Piecing it together Review for Dementia Exam

Week 11 - Nov 2			Exam 2 - Dementia
Week 12 - Nov 7	Aphasia	Brookshire 8 <i>Complete aphasia chart</i>	Movie- Speechless
Week 12 – Nov 9	Aphasia	Brookshire 9	<i>Quiz 8 – aphasia</i> Covering the basics
Week 13 – Nov 14	Aphasia	Brookshire 5 Raymer et al, 2008	Aphasia assessments
Week 13 – Nov 16	Aphasia	Hudson & DeRuiter, Chapter 23	NO CLASS-ASHA Aphasia-Case study
Week 14 – Nov 28	Aphasia		Aphasia-Case study
Week 14 – Nov 30	Aphasia		Lingraphica Presentation Piecing it together
Week 15 – Dec 5			Exam 3 – Aphasia
Week 15 -Dec 7	Presentations		Prevention/Education Presentations; specialty recognition
Finals Week	Dec 11-15		Comprehensive Final Case Study based