

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

Instructors: Jaime Walker, M.S. CCC-SLP
Phone (office): (501) 279-4653
Email: jlwalker@harding.edu

Office Hours: email for an appointment
Semester/Term: Fall 2022

Course Information

Course Communication Protocols

I will use Canvas to communication with you as a group. I may also send emails to your Harding emails accounts, especially for individual communication. I prefer you use my Harding email and can expect a reply within 24 hours during the week. Please make sure your notifications are turned on so you do not miss any announcements. 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

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates. These rules contribute to an impression of professionalism, something that should be very important to you as you prepare for a professional career.

1. Cell phone policy: Please put away your cell phone (any exceptions must be discussed with the instructor). No cell phones or electronic devices during quizzes and exams – violations of this policy will earn a “0” on the quiz or exam. Do not use cell phone as a watch.
2. If you use your laptop during class time, keep it relevant to what we’re doing in class. Please don’t surf the web, instant-message, or attend to your social media accounts during our class time.
3. 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 inform me via email prior to the class period. Any work due remains due on that day so, if you are absent, submit assignments early or send them with a classmate. Do not use class time to schedule job interviews.
5. Attendance and full participation are expected at each class meeting. *If you miss a quiz, you earn a zero for the quiz.* The instructor may make allowances on a case-by-case basis, but a doctor’s note will be required and the assignment will be different. Please contact me in advance if you expect to miss a quiz.
6. 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.
7. Please avoid excessive whispering. Although I may not “call you out,” I notice. I consider it rude, unprofessional and disruptive to classmates. If you have an urgent situation that requires your attention, just let me know.
8. Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Although this may not be a writing class *per se*, professional communication is an important part of professional practice; points will be deducted for inadequate work. 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.
9. Deadlines should be adhered to. Late work is not accepted and earns a grade of zero.

10. 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.
11. 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.
12. No audio/video recordings of class may be made without the instructor's consent.
13. Students are encouraged to review each exam with the course instructor. Students scoring below a 70 on any exam will be **required** to meet with the instructor to review exam performance and clarify any gaps in knowledge. Appointments may also be made (and are encouraged) to answer any questions the student may have regarding quiz or exam grades. Students are expected to take ownership and responsibility of their course grades.

University Mission Statement

Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

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.

Course Description

[Catalog Description](#)

Cognitive-communicative disorders atypical of the middle to older aged adult populations. Topics addressed will include neurogenic language impairment (aphasia), motor speech disorders (the dysarthrias and apraxia), and cognitive decline in aging or as a result of disease. Common assessment methodologies and evidence-based treatment practices will be discussed.

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. In this course, we aim to equip you well to serve His creation in the pursuit of wellness.

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

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

McFarland, D. (2015). *Netter's Atlas of Anatomy for Speech, Swallowing and Hearing*. (2nd Edition) St. Louis: Mosby/Elsevier Press. ISBN 978-0-323-23982-0

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

[Access to SimuCase \(\\$99 annual fee\)](#)

Learning Objectives

Relationship to ASHA Standards:

This course assists the student in meeting the [CFCC standards](#) IV-B and IV-C as follows:

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.

And the current [2017 Standards](#) for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

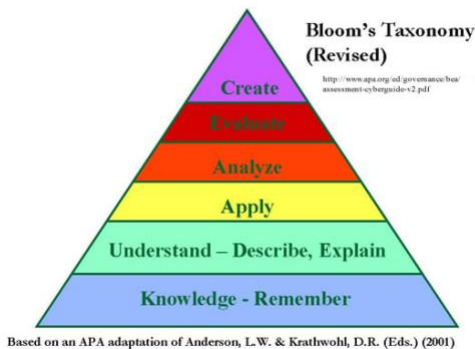
Standard 3.1.2B Foundations of Speech-Language Pathology Practice. The program must include content and opportunities to learn so that each student can demonstrate knowledge of the:

- Discipline of human communication sciences and disorders;
- Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- Ability to integrate information pertaining to normal and abnormal human development across the life span;
- Nature of communication and swallowing processes
- Elements
 - Articulation;
 - Fluency;
 - Voice and resonance, including respiration and phonation;

- 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;
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
- 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.
- Knowledge of the above elements includes each of the following:
 - Etiology of the disorders or differences
 - Characteristics of the disorders or differences
 - Underlying anatomical and physiological characteristics of the disorders or differences,
 - Acoustic characteristic of the disorders or differences (where applicable),
 - Psychological characteristics associated with the disorders or differences,
 - Developmental nature of the disorders or differences,
 - Linguistic characteristics of the disorders or differences (where applicable)
 - Cultural characteristics of the disorders or differences.

Development of critical thinking skills is a primary objective of this course. Critical thinking (Bhatnagar, 2013) includes:

- The ability to discriminate essential from trivial information
- Successful consolidation of information in memory and the ability to easily retrieve it
- The ability to apply knowledge
- The ability to present facts from different angles
- The skill to seek information for a full understanding of a case, to explore alternatives and seek explanations



This graduate course is designed to build on material you've learned previously and most of our learning will be at the top of the pyramid. You've learned about the neurology underlying speech production. Now, let's **apply** that knowledge in the manifestation of the dysarthrias, how we diagnose and appropriately treat them. You've already learned to **evaluate** swallowing, now let's carry those skills into the various disorders of dementia. You've learned about evidence-based practice – now let's build on that knowledge to **create** treatment plans for our clients with aphasia. Everything we do in this course centers around your future clients and their families. We will study reimbursement models that will guide the way you practice your profession in various settings and discuss the challenges and opportunities unique to each. Your time outside of class will be structured to provide you with the foundational levels of the material (**knowledge** and **understanding**) using assigned readings, video lectures and other resources. We will utilize our class time to build upon that foundation. We will **apply** the knowledge to case studies, **analyze** patient characteristics, available literature and expert opinion, **evaluate** diagnostic findings, conflicting ideas, patient preference and evidence-based practice. Finally, we will **create** sound treatment plans, diagnostic reports, family education materials and goal

statements that are consistent with current best practices in speech-language pathology. Utilizing this framework, you should expect to spend your outside class time building a foundation for yourself so that our class time is used to take you to a higher level of mastery. You will learn the “**what**” outside of class so that we can address the “**how**” and “**what now**” during our class time.

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:

- 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)
 - the impact of hearing loss on communication (presbycusis)
- 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
- Knowledge of contemporary issues (billing, documentation, etc.) related to treatment of neurogenic communication disorders

Grading and Assignment Details

Grading Information

You will be given feedback during the duration of this course. Feedback will primarily be in the form of grades on quizzes, exams and projects. The intent of this feedback is to inform you of how well you met the expectations for these components and help you identify strategies for mastering the course material.

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:

Final grades will be determined as follows:

- A - 90 – 100%
- B- 80 – 89%
- C - 70 – 79%
- D - 60 - 69%
- F - below 60%

Course Requirements – see separate instruction sheets on Canvas for specific details on each project in the class. Due dates can be found on the course outline and on Canvas. Completion of all projects and exams is required to receive credit for this course. Some course activities may be eliminated or markedly modified based on COVID-related circumstances.

Projects – 15% of course grade

- Education – working in a group, you will create a piece of relevant educational material – will be discussed further in class; target educational audience will be provided by the instructor

- Prevention – working in a group, you will create a prevention program for a target disorder – will be discussed further in class; prevention target will be assigned by the instructor
- Discussion forum – Interview with Brenda Breezeel
- Discussion forum – Interview with Liz Thompson
- Dementia simulation reflection
- Tracheostomy simulation reflection
- Haunted House IPE reflection

Quizzes – 15% of course grade

iRAT

tRAT

Team Maintenance

Simucase- 15% of course grade

Completion at the “competence” level

Motor Speech:

Paul

Aphasia:

Dan

Cognition:

Audrey

Exams – 55% of course grade as follows:

Exam 1 - Foundational Knowledge- 10%

Exam 2 – Motor Speech Disorders- 10%

Exam 3 – Dementia- 10%

Exam 4 – Aphasia-10%

Final Exam – Comprehensive- 15%

Students are strongly encouraged to attend scheduled Exam Review sessions to review test performance, identify needed adjustments in test-preparation strategy, and clarify any gaps in knowledge. Appointments may also be made (and are encouraged) to answer any questions the student may have regarding course content or difficult concepts. Students are expected to take ownership of and responsibility for their course grades and are strongly encouraged to use the abundant resources available with the course text and make use of the instructors’ office hours to ask any questions that remain unanswered.

Grades are not gifts; they are earned. The instructor does not *GIVE* grades; rather the student *EARN*S the grade through organization, diligence, planning, and execution.

Students are expected to assume individual responsibility for the quality, presentation and timeliness of their own work.

Late work is not accepted and earns a grade of zero. Extra credit opportunities are not available so please submit your best work on time.

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 individual remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (exams, results, presentations, clinical performance, quiz grades, ect.). 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 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

Full participation in each class meeting is required for the success of the entire class. Attendance at each in person or synchronous online class meeting is expected and will be recorded. If online, please be prepared to share your screen and verbally participate in discussions. Come to class having read the material, viewed the accompanying Echo Lectures and have your questions ready. Material in this course often involves complex concepts and large amounts of material that is probably new to you. I truly want you to be successful in mastering this course material but cannot answer questions that you don't ask. In my classroom, there are no "dumb" questions. I promise that I will always respect your willingness to seek a greater depth of knowledge and promise to never knowingly make a student feel "silly" for asking a question in class – it's a safe place to pursue knowledge. Please make sure that you maintain that sense of safety by honoring your classmates' pursuit of knowledge.

Should you need to miss class due to illness or quarantine, please communicate with me prior to class time via email. If a class member is absent, the class will be recorded and shared with any student who has an excused absence.

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

Submitting Assignments

Please use Canvas for submitting assignments; each assignment has a correlating spot for submission. Name your file in a way that identifies you and the project you're submitting. An example might be Walker Larynx or Walker Brain. 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.

Technology Details

Technology Requirements

For a list of Canvas supported browsers, visit the [Canvas community](#) website. This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the following:

1. Microsoft Office 365
2. Adobe Acrobat
3. Webcam (for proctoring of unit exams and the final)
4. Digital camera/video recorder for submitting projects if online – your smartphone will be sufficient

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Policies and Procedures

University Policies

Drop and Add Dates

The official start date is August 22. The last day to add the class is August 26. The course will end on December 16 and the last day to drop is December 1. Please refer to the University's [policy regarding drop/add](#) if you have specific questions.

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.

Since some students in online courses will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at the [Student Life Disabilities Services Website](#). Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Since students on an international campus will not have access to the Office of Disability Services and Educational Access located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no

distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel) as well as intense academics the semester he/she is abroad.

I am happy to make any needed accommodations for you, but please speak with me well in advance of any that are expected (exams, assignments) so that we can develop a mutually acceptable and most beneficial/effective plan for implementation of those accommodations.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

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](#).

Some elements of this course are designed to be completed with a peer (case studies and presentations). Refrain from discussing exam content with any classmates, including students who have taken this course previously.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these

references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Turnitin

During this course, the originality of various assignments submitted by students will be checked via [Turnitin](#), an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is integrated with the assignment settings used by the instructor when preparing assignments in Canvas.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's [Academic Integrity Covenant](#)

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 forty-five clock hours of concentrated attention on course-related work, including but not limited to time

attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Dress Code

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established [dress code](#), whether online or in person. Students coming to class out of dress code will be asked to leave and an unexcused absence will be recorded. Additional standards of dress may be required by professional and clinical environments. Please check the CSD Student Handbook and CSD Clinic Handbook for additional information.

Canvas or Internet Outage Policy

As a (potential online) learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor

If your instructor experiences power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interferes with communicating with students, adjustments to due dates will be made.

Student

If you experience power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outage or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent.

Testing Issues

If you experience issues with Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

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

Changes to Syllabus Notice

The instructors reserve 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.

References

American Psychological Association Website. (2014).

Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>

COVID-19 Statement

Our goal is to provide a safe and positive learning environment for all of our students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19 pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the novel coronavirus. Every precaution will be taken to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities and work assignments. Every effort will be made to notify students of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level.

Tentative Class Schedule

Date	Topic	Readings/Assignments to be done before class:	Activity- In class	CFCC Standards Addressed
Week 1 – Aug 23		Article by Blake & McLeod on ICF Brookshire Ch 3 (esp p. 79)	Class format, form groups, review folder content Where are we going?	IV-B; IV-C
Week 1 – Aug 25	ICF	Brookshire Ch 6; Appendix A (p 427)	ASHA video Facts on Aging/ 5 stages of aging	IV-G
Week 2 – Aug 30	Psychometrics, Reimbursement & Coding	Ch 4 in Stein-Rubin & Fabus (on Canvas) SP.Com #9839 (Medical Necessity) SP.com#9673 (PDPM)	<i>Quiz #1 on ICF/Psychometrics/Reimbursement</i> Covering the Basics	IV-B, IV-C, IV-D, IV-F
Week 2 – Sept 1	Healthcare landscape	Hudson & DeRuiter, Chapter 14	Case Studies	IV-B, IV-C, IV-D, IV-F
Week 3 – Sept 6			Exam #1 – Foundational Knowledge	
Week 3 – Sept 8	MSD	Brookshire 13 & 7 Complete MSD chart	<i>Quiz #2 MSD</i> Covering the basics	IV-B, IV-C, IV-D, IV-F, V-A, V-B
Week 4 – Sept 13	MSD	Duffy's <i>Pearls of Wisdom</i> Strand's <i>Substrates</i> SP.Com #8759 – ELMS model	Listening to dysarthric features Case study – dysarthria	IV-B, IV-C, IV-D, IV-F, V-A, V-B
Week 4 – Sept 15	MSD	Neuro/Application/Review-Echo Lectures Brookshire Ch 1 &2 Maas's <i>Principles of Motor Learning</i>	Case study - treatment	IV-B, IV-C, IV-D, IV-F
Week 5 – Sept 20	MSD	Simucase: Dan Kleim & Jones <i>Principles of Neuroplasticity</i> Ludlow, et al <i>Translating Principles of Neural Plasticity . . .</i>	De-Brief- Dan Piecing it together	IV-B, IV-C, IV-D, IV-F

Week 5 – Sept 22	MSD	Interview w/Liz Thompson (Canvas)	MSD Assessments	IV-B, IV-C, IV-D, IV-F, V-A, V-B
Week 6 – Sept 27	MSD	MSD Echoes – (Canvas) Complete Discussion forum on Canvas related to Liz Thompson interview	Lingraphica Presentation Case study – AOS	IV-B, IV-C, IV-D, IV-F
Week 6 – Sept 29			Exam #2 – motor speech disorders	
Week 7- Oct 4	Dementia	Aging with Grace	Discussion of <i>Aging with Grace</i> Trach simulation pre-brief	IV-B, IV-C, IV-D, IV-F
Week 7 – Oct 6	Dementia		Trach Simulation with Nursing	IV-B, IV-C, IV-D, IV-F
Week 8 – Oct 11	Dementia	Brookshire 4, 12 Complete dementia chart Complete reflection on canvas for Trach Simulation	<i>Quiz #3– Dementia</i> Covering the basics Piecing it together	IV-B, IV-C, IV-D, IV-F
Week 8 – Oct 13	Dementia		No class due to ArkSHA	
Week 9 – Oct 18	Dementia	Sp.Com #9008 Hopper, et al (2013)	Dementia Assessments	IV-B, IV-C, IV-D, IV-F
Week 9- Oct 20	Dementia	Interview w/BBreezeel	Dementia Simulation De-brief dementia simulation	IV-B, IV-C, IV-D, IV-F
Week 10 – Oct 25	Dementia	Complete Discussion forum on Canvas related to interview w/ B Breezeel Complete reflection in canvas for Dementia Simulation	Movie- The Forgetting	IV-B, IV-C, IV-D, IV-F
Week 10 – Oct 27	Dementia	Simucase- Audrey	De-brief- Audrey Haunted House IPE (stay tuned) 3:00-5:45	IV-B, IV-C, IV-D, IV-F
Week 11 – Nov 1			Exam #3 - dementia	
Week 11 - Nov 3	Aphasia	Brookshire 5, 8 & 9 Complete aphasia chart	Movie- Speechless	IV-B, IV-C, IV-D, IV-F, V-A, V-B

		Complete reflection in canvas for Haunted House IPE		
Week 12 - Nov 8	Aphasia	Hudson & DeRuiter, Chapter 23 Raymer et al, 2008	<i>Quiz #4 – aphasia</i> Covering the basics	IV-B, IV-C, IV-D, IV-F, V-A, V-B
Week 12 – Nov 10	Aphasia		Aphasia assessments	IV-B, IV-C, IV-D, IV-F, V-A, V-B
Week 13 – Nov 15	Aphasia	Simucase: Paul	Debrief: Paul Piecing it together	IV-B, IV-C, IV-D, IV-F, V-A, V-B
Week 13 – Nov 17	Aphasia		Aphasia-Case study	IV-B, IV-C, IV-D, IV-F, V-A, V-B
Week 14 – Nov 29	Aphasia		Aphasia-Case study	IV-B, IV-C, IV-D, IV-F, V-A, V-B
Week 14 - Dec 1	Aphasia		Piecing it together	IV-B, IV-C, IV-D, IV-F, V-A, V-B
Week 15 – Dec 6			Exam #4 – Aphasia	
Week 15 -Dec 8	Presentations		Prevention/Education Presentations; specialty recognition	IV-B, IV-C, IV-D, IV-F, V-A, V-B, IV-G, IV-H
Finals Week	Dec 13-17		Comprehensive Final Case Study based	