CSD 614  
_Preventing, diagnosing and treating communication disorders with the middle to older adulthood population_  
Spring 2015 (5 credit hours)  
T/R 8:30 – 11:00  
Swaid Center for Health Sciences, Room 103

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Office Hours are posted on my door; additional appoints available – email me  
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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.


Membership to Master Clinician Network www.masterclinician.org ($25 annual fee)

Access to SpeechPathology.com www.speechpathology.com (free via Student Union)


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 prevention/education about common disorders in the target population to include:
  - Aphasia
  - Dementia
  - 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
- Knowledge of contemporary issues (billing, documentation, etc.) related to treatment of neurogenic communication disorders

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 and full participation are expected at each class meeting. If you miss a RAT day, 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.
- 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 and avoid excessive whispering. Although I may not “call you out,” I notice. I consider it rude and unprofessional and disruptive to classmates. 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.). 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 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 and earns a grade of zero.
- 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 or previous semester may be subject to having an academic integrity sanction added to their college record.
- No audio/video recordings of class may be made without the instructor’s consent.

Course Requirements – see separate instruction sheets on Canvas for specific details. 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.

Projects – 20% of course grade
a) Education – you will create a piece of relevant educational material – will be discussed further in class; target educational audience will be provided by the instructor
b) Prevention – you will create a prevention program for a target disorder – will be discussed further in class; prevention target will be assigned by the instructor

RATs/Team Maintenance – 30%
Each class (not group) will divide the 30% between iRAT, gRAT and Team Maintenance areas. You may divide the percentage however you choose, but each area must be at least 5%
Exams – 50% of course grade as follows:
Exam 1 - 10% – Motor Speech Disorders
Exam 2 – 10% – Dementia
Exam 3 – 10% - Aphasia
Final Exam – 20% Comprehensive

In a graduate course of this nature, we should be interacting with the material at the top of Bloom’s Taxonomy. To meet this objective, this course will utilize a teaching approach known as the “flipped classroom” – specifically, this class will employ a Team Based Learning approach. These are teaching theories that are gaining popularity – look them up online if you’d like to know more about how I will be approaching this course. 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.
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

Final grades will be determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<td>C</td>
<td>70 – 79%</td>
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<td>D</td>
<td>60 - 69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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***** 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*