



**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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**Instructor: Jaime Walker, M.S. CCC-SLP**

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**Semester/Term: Fall 2024**

**Office Hours: email for an appointment**

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**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*, (8<sup>th</sup> Ed.). St. Louis: Mosby Elsevier. ISBN 978-0-323-07867-2

Intedashboard: 1-year subscription

Access to SpeechPathology.com <https://www.speechpathology.com/eduaccess>(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 you can expect a reply within 24 hours during the week. I promise to respect your time outside of class, so please remember to extend the same courtesy to me. 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, which contribute to an impression of professionalism. This impression should be very important to you as you prepare for a career.

1. Please put away your cell phone so you can be present during class. Cell phones and electronic devices are not allowed during quizzes and exams, and 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 (7<sup>th</sup> Edition) for clarification and examples of good writing.
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.

## **University Mission Statement**

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

## **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 eight [standards](#) related to academic and clinical training as well as continuing education, acquisition, and maintenance of your CCCs. New standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook, and students are encouraged to review them. This course contributes to the completion of the standards outlined below as they relate to the middle-aged 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.

In addition, 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.

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

- 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;
- information pertaining to normal and abnormal human development across the lifespan;
- 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

- principles and methods of identification of communication and swallowing disorders and differences
- principles and methods of prevention of communication and swallowing disorders

**Standard 3.1.4B** The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with

- 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); and
- augmentative and alternative communication needs

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

- 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.
- intervention for disorders and differences of
  - 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 needs.

**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).
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, quizzes, and exams is required to receive credit for this course.

## Projects-15% of course grade

- Education and Prevention Projects
  - For this assignment, your group will develop educational material **AND** prevention material for the target audiences assigned. You may choose whether you address motor speech disorders, dementia, or aphasia. Make sure your materials are user-friendly and easy to read for the intended audience. If you have chosen a family member, keep the reading level to about 6<sup>th</sup> grade. If you have chosen a professional colleague, use appropriate vocabulary. I expect you to use your creativity with these projects. One project should be a video, and the other should be in print form. The references you used to prepare your project and materials should be listed in APA format with an annotated bibliography.
- Note Charts
  - submit your completed motor speech disorders, dementia, and aphasia charts provided in the Canvas course
- Discussion forums- Interview with Brenda Breezeel and Liz Thompson
  - Discussions should be completed in Canvas **AND** you must respond to two classmates by the due date to receive full credit. Your discussion and responses should be insightful and meaningful to your classmates. We will discuss this expectation with examples in class.
- Reflections
  - Reflections should be completed, using at least 500 words, in Canvas to address the assigned prompt or questions over the following experiences:
    - Tracheostomy simulation
    - Haunted House IPE
    - Dementia Simulation (completed during the summer simulation course; grade will be entered here)
    - Panel Discussion

## 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 complex 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.

### **Attendance & Participation**

Consistent and punctual attendance is expected at the graduate level. Two absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond two will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare and considered on a case-by-case basis. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360.

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**

### **Drop and Add Dates**

The official start date is [month day] and the last day to add this class is [month day]. The course will end on [month day] and the last day to drop is [month day]. 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 Director of Disability Services and Educational Access *as soon as possible* in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students 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 <https://www.harding.edu/student-life/disabilityservices>. 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](mailto:DisabilityServices@harding.edu) or (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**

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.

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.

### **Generative AI is NOT allowed for any purpose**

The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding's Academic Integrity Policy.

### **Course Recordings**

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

### **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](#)
- [Financial Aid](#)
- [Registration](#)
- [Student Life](#)
- [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.

### **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

### **Distance Education**

For any element of a course conducted via teleconference (Zoom, GoogleMeet, etc) the student must turn on their camera. Student faces must be visible but the backgrounds can be blurred.

Tentative Class Schedule

Date	Topic	Readings/Assignments to be done before class:	Activity- In class	CAA/CFCC Standards
Week 1 – Aug 20	Introduction		Class format, form groups, review folder content  Note Taking Strategies  Where are we going?	
Week 1 – Aug 22	Foundations	Article by Blake & McLeod on ICF  Brookshire: Ch. 3 (esp p. 79)  Professional Issues: Ch. 10	ASHA video  Facts on Aging/ 5 stages of aging	3.1.1B IV-B, IV-G
Week 2 – Aug 27	Foundations	Brookshire: Ch. 6  Appendix A (p 427)	<i>RAT 1 on ICF</i>  Case Studies	3.1.1B IV-B, IV-G
Week 2 – Aug 29	Foundations	Psychometrics: Ch. 4 (in canvas)  Brookshire 7  ASHA NOMs	Covering the Basics  Writing Goals using the ICF	3.1.2B IV-B, IV-G
Week 3 – Sept 3	Foundations	Professional Issues: Ch. 11  ASHA Supervision  SP.Com #9839 (Medical Necessity)	<i>RAT 2 on Psychometrics/Reimbursement</i>  Covering the Basics	3.1.4B IV-B, IV-G
Week 3 – Sept 5	MSD	Brookshire: Ch. 13  <i>Complete MSD chart</i>	Documentary  Listening to dysarthric features	3.1.2B IV-B, IV-C, IV-D
Week 4 – Sept 10	MSD	Article by Duffy <i>Pearls of Wisdom</i>  Article by Strand <i>Substrates</i>  SP.Com #8759 – ELMS model	<i>RAT 3 on MSD</i>  Covering the basics  TED Talk	3.1.3B IV-B, IV-C
Week 4 – Sept 12	MSD	Brookshire: Ch. 1  Brookshire: Ch. 2  Article. By Maas <i>Principles of Motor Learning</i>	MSD Assessments	3.1.4B IV-B, IV-C, IV-D, IV-G

Week 5 – Sept 17	MSD	Article by Kleim & Jones <i>Principles of Neuroplasticity</i>  Article by Ludlow, et al <i>Translating Principles of Neural Plasticity . . .</i>	<i>RAT 4 on MSD</i>  Case study – dysarthria  Case study – AOS	3.1.3B IV-B, IV-C, IV-D, IV-G
Week 5 – Sept 19	MSD		Listening to dysarthric features  Case Study	3.1.3B IV-B, IV-C, IV-D, IV-G
Week 6 – Sept 24	MSD	Interview w/ Liz Thompson (Canvas)	Piecing it together  Review for Motor Speech Exam	3.1.4B IV-B, IV-C, IV-D, IV-G
Week 6 – Sept 26	MSD		<b>Exam 1 – Motor Speech Disorders</b>	
Week 7- Oct 1	Dementia	Aging with Grace  Complete reflection related to Liz Thompson interview	Discussion of <i>Aging with Grace</i>	3.1.4B IV-B, IV-C, IV-D, IV-G V-A
Week 7 – Oct 3	Dementia	Brookshire: Ch. 12  <i>Complete dementia chart</i>	<i>RAT 5 on Dementia</i>  Covering the basics	3.1.3B IV-B, IV-C
Week 8 – Oct 8	Dementia	Brookshire: Ch. 4  Complete reflection in canvas Haunted House IPE	Movie- The Forgetting  Haunted House Sim 4:30-5:45 pm	3.1.2B IV-B, IV-C, IV-D, IV-G
Week 8 – Oct 10	Dementia	Sp.Com #9008  Mid-Term Team Maintenance	Dementia Assessments  Case Study	3.1.4B IV-B, IV-C, IV-D
Week 9 – Oct 15	Dementia	Article by Hopper, et al (2013)	<i>RAT 6 on Dementia</i>  Case Studies	3.1.4B IV-B, IV-C, IV-D, IV-G
Week 9- Oct 17	Dementia		Panel/Discussion	3.1.2B IV-B, IV-C, IV-D, IV-G
Week 10 – Oct 22	Dementia	Complete reflection on canvas for panel/discussion	Case Studies	3.1.4B IV-B, IV-C, IV-D, IV-G, V-A
Week 10 – Oct 24	Dementia		Piecing it together  Review for Dementia Exam	3.1.2B IV-B, IV-C, IV-D, IV-G, V-A
Week 11 – Oct 29	Dementia		<b>Exam 2 - Dementia</b>	
Week 11 – Oct 31	Aphasia	Brookshire: Ch. 8	Movie- Speechless	3.1.2B IV-B, IV-C, IV-D

		<i>Complete aphasia chart</i>		
Week 12 - Nov 5	Aphasia	Brookshire: Ch. 9  <i>Complete Aphasia Chart</i>	<i>RAT 7 on Aphasia</i>  Covering the basics	3.1.3B IV-B, IV-C
Week 12 – Nov 7	Aphasia	Brookshire: Ch. 5  Article by Raymer et al, 2008	Aphasia assessments	3.1.4B IV-B, IV-C, IV-D
Week 13 – Nov 12	Aphasia	Professional Issues: Ch. 19	Case study	3.1.4B IV-B, IV-C, IV-D, IV-G
Week 13 – Nov 14	Aphasia		Case study	3.1.5B IV-B, IV-C, IV-D, IV-G
Week 14 – Nov 19	Aphasia		Lingraphica Presentation  Piecing it together	3.1.5B IV-B, IV-C, IV-D, IV-G
Week 14 – Nov 21	Aphasia		NO CLASS-Trach Sim with Nursing	
Week 15 – Dec 3	Aphasia		<b>Exam 3 – Aphasia</b>	
Week 15 - Dec 5	Presentations	Complete reflection on canvas for Trach Simulation  Final Team Maintenance	Prevention/Education Presentations	3.1.4B IV-B, IV-C, IV-D, IV-G, V-A
<b>Finals Week</b>	Dec. 10 @ 1:00 pm		<b>Comprehensive Final</b> Case Study based	