

Speech-Language Pathology Simucase® Lesson Plans

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For more information on Simucase® Supplemental Activities, please review the [Frequently Asked Questions](#).

Course Topic	Learning Objective	Simucase Simulation and Video Assignments	Additional Methods for Measuring Achievement of Learning Objectives
Professional Issues in Speech-Language Pathology	Demonstrate knowledge of personal and professional responsibilities, ethical principles and standards, and cultural humility and responsiveness in speech-language pathology practice.	<p>Simucase Videos:</p> <ol style="list-style-type: none"> Trauma-Informed Care for SLPs and Other Rehabilitation Professionals LGBTQIA+ Terminology 101 Sarah- Trans Woman Intervention Session Keegan- DELV Administration <p>Simucase Simulations:</p> <p>Sarah- Assessment: Sarah is a 26-year-old transwoman seeking gender affirming care.</p> <p>Luisa- Part-Task Trainer: Luisa is a 42-year-old seeking accent modification services.</p> <p>Luisa- Intervention: Luisa is a 42-year-old seeking accent modification services.</p> <p>Chiung-Wei- Part-Task Trainer: Chiung-Wei is a 34-year old seeking accent modification services.</p> <p>Chiung-Wei- Intervention: Chiung-Wei is a 34-year old seeking accent modification services.</p> <p>Arren- DELV Part-Task Trainer: Arren is a 5-year-old nonmainstream speaker.</p> <p>Christopher- DELV Part-Task Trainer: Christopher is a 7-year-old nonmainstream speaker.</p>	Complete the patient videos. <ul style="list-style-type: none"> Complete a reflective journal assignment on the following topic: Describe how your knowledge of professional responsibilities, ethical principles, and cultural humility and responsiveness will impact your future speech-language pathology practice. After watching Trauma-Informed Care for SLPs and Other Rehabilitation Professionals, create a reflective journal entry explaining why it is important for speech-language pathologists to become trauma-informed healthcare providers. <p>Choose a simulation.</p> <ul style="list-style-type: none"> After submitting the simulation, complete the Cultural Reflections Worksheet (Supplemental Activity Available)
	Demonstrate knowledge of the principles of intraprofessional and interprofessional team dynamics to effectively plan, deliver, and evaluate speech-language pathology services.	<p>Simucase Videos:</p> <ol style="list-style-type: none"> Braelyn- OT, PT, and SLP Interprofessional Collaboration Conversation Gabriel- Interprofessional Collaboration Leora- Interprofessional Collaboration Owen S.- Interprofessional Collaboration Conversation Pat- Interprofessional Collaboration Conversation Dan- Interprofessional Collaboration PT/SLP Nick- Session 2 Speech Therapy and Physical Therapy Co-Treat Claire- Child Development Day Parts 1 and 2 	Complete the patient videos. <ul style="list-style-type: none"> Complete a reflective journal assignment on the following topic: Describe at least three strategies you will use in your future practice to promote effective intraprofessional and interprofessional collaboration.

		<p>Simucase Simulations: Gabriel- Intervention: (SLP and OT): Gabriel is a 2-year-old with Lennox-Gastaut syndrome and cortical visual impairment. Leora- Intervention: (SLP and OT): Leora is a 17-year-old with autism spectrum disorder.</p>	<p>Choose a simulation.</p> <ul style="list-style-type: none"> Complete a reflective journal assignment on the following topic: During the simulation, you collaborated with an occupational therapist to provide care to your patient. Describe the role of the occupational therapist in this simulation. How did you collaborate with them? Why is it important to collaborate for future sessions? Plan a future OT/SLP cotreatment session for your client. Identify a list of questions to ask the collaborating OT to facilitate a successful session.
	<p>Demonstrate knowledge of professional issues related to the medical setting.</p>	<p>Simucase Videos</p> <ol style="list-style-type: none"> Acute Care- Tubes, Lines, and Drains Acute Care- Safety Equipment Acute Care- Transfer and Ambulation Skills Monitoring Vital Signs in an Acute Care Setting Personal Protective Equipment- Donning and Doffing a Gown and Gloves <p>Simucase Simulation Supplemental Oxygen- Part-Task Trainer: Verify types of supplemental oxygen for five patients. Advance Care Planning- Part-Task Trainer: Report your findings on advance care planning. Electronic Documentation- Outpatient Setting Part-Task Trainer: Complete a case review for one client in an outpatient setting by viewing electronic records and reporting your findings. Electronic Documentation- Acute Care Part-Task Trainer: Complete a case review for one patient in an acute care setting by viewing electronic medical records and reporting your findings.</p>	<p>Complete the patient videos.</p> <ul style="list-style-type: none"> Write a reflective journal entry about new information you learned from the Acute Care videos. Why is knowledge of these aspects of care critical for SLPs who work in a healthcare setting? <p>Complete the supplemental oxygen simulation.</p> <ul style="list-style-type: none"> Write a reflective journal entry about this simulation, documenting new information you learned. Why is it important for SLPs to be aware of a patient’s need for supplemental oxygen? <p>Complete the advance care planning simulation.</p> <ul style="list-style-type: none"> Write a reflective journal entry about this simulation, documenting new information you learned. Why is it important for SLPs to be aware of issues related to advance care planning? <p>Complete the documentation simulations.</p> <ul style="list-style-type: none"> Write a reflective journal entry outlining how documentation varies across different practice settings.

	<p>Demonstrate knowledge of professional issues related to the school-based settings.</p>	<p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Trauma-Informed Schools: Focusing on Relationships 2. Owen S.- Interprofessional Collaboration Conversation <p>Simucase Simulations: Electronic Documentation- School Setting Part-Task Trainer: Complete a case review for one child in a school setting by viewing electronic school records and reporting your findings.</p>	<p>Complete the documentation simulations.</p> <ul style="list-style-type: none"> • Write a reflective journal entry outlining how documentation varies across different practice settings.
Course Topic	Learning Objective	Simucase Simulation and Video Assignments	Additional Methods for Measuring Achievement of Learning Objectives
<p>Hearing Across the Lifespan</p>	<p>Identify the role of an SLP/SLPA in conducting hearing screenings.</p> <p>Describe the processes of pure-tone hearing screening, otoscopy, and otoacoustic emissions.</p> <p>Explain how hearing loss can impact speech and language development.</p>	<p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Colton- Preschool Pure Tone Hearing Screening 2. Ryan- School Age Pure Tone Hearing Screening 3. Colin- Otoscopy 4. Colton- Preschool Otoacoustic Emission (OAE) Screening <p>Audiolab Simulations: To access Audiolab, complete this request form. Fairview Elementary School- Hearing Screening: Conduct pure tone screenings for 15 students enrolled in an elementary school. New Hope Middle School- Hearing Screening: Conduct pure tone screenings for 15 students enrolled in a school that specializes in educating children with special needs. Pleasant Valley High School- Hearing Screening: Conduct pure tone screenings for 15 students who participate in the high school marching band. Deer Creek Active Living Community- Hearing Screening: Conduct pure tone screenings for 15 adults who reside in an active living community. American Iron Works- Hearing Screening: Conduct pure tone screenings for 15 adults who are exposed to loud sounds throughout the day.</p> <p>Simucase Simulations: Otoscopy Pediatric- Part-Task Trainer: Complete otoscopy for five pediatric patients at a community wellness event. Otoacoustic Emissions Pediatric- Part-Task Trainer: Complete otoacoustic emission screenings for five pediatric patients at a community wellness event. Otoscopy Adult- Part-Task Trainer: Complete otoscopy for five adult patients at a community wellness event. Otoacoustic Emissions Adult- Part-Task Trainer: Complete otoacoustic emission screenings for five pediatric patients at a community wellness event.</p>	<p>Complete the simulations.</p> <ul style="list-style-type: none"> • Complete a reflective journal assignment on the following topic. Describe each of these tasks: Pure-tone screening, otoscopy screening, and otoacoustic emissions screening. What is the role of an SLP and/or an SLPA in these screenings? • Document results for pediatric otoscopy, pediatric otoacoustic emissions, adult otoscopy, and adult otoacoustic emissions. (Supplemental activity available) • Complete a reflective journal assignment comparing and contrasting pediatric hearing screenings and adult hearing screenings.

	<p>Define aural rehabilitation.</p> <p>Identify and describe different types of assistive listening devices.</p> <p>Compare and contrast adult and pediatric aural rehabilitation.</p>	<p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Jack- Ling 6 2. Asher- Auditory Discrimination with SLP 3. Caroline- Aural Rehabilitation After Cochlear Implant Session 1 4. Caroline- Aural Rehabilitation After Cochlear Implant Session 2 5. Paul- Aural Rehabilitation 6. Kariann- Counseling and Aural Rehabilitation 7. Behind-the-Ear Hearing Aids- Routine Checks and Maintenance 8. Using FM Systems 9. Cochlear Implant Discussion 10. Implantable Hearing Devices <p>Simucase Simulation: Wyatt- Intervention: Wyatt is a 5-year-old with a diagnosis of congenital cytomegalovirus bilateral sensorineural hearing loss.</p>	<p>Complete the patient videos.</p> <ul style="list-style-type: none"> • Write a reflective journal, identifying new information you learned from each patient video. • Describe the relationship between hearing and speech/language development. • Write a reflective journal to compare and contrast different assistive listening devices you learned about. <p>Complete Wyatt’s Intervention.</p> <ul style="list-style-type: none"> • Complete a treatment note to summarize Wyatt’s treatment session. (Supplemental Activity available.) • Plan the next treatment session for Wyatt. (Supplemental Activity available.)
Course Topic	Learning Objective	Simucase Simulation and Video Assignments	Additional Methods for Measuring Achievement of Learning Objectives
<p>Augmentative and Alternative Communication (AAC)</p>	<p>Conduct an AAC evaluation by taking a case history, administering appropriate assessments, synthesizing findings, developing diagnoses, and making recommendations.</p>	<p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Overview of AAC Evaluation 2. Ozi- Complete AAC Evaluation 3. Marlon- AAC Trials 4. Wesley- AAC LAMP Trial <p>Simucase Simulations: Jordan Z- Assessment: Jordan is a 9-year-old with spastic paraplegia. Leah- Assessment: Leah is a 4-year-old with a diagnosis of autism. Julie- Assessment: Julie is a 55-year-old with a diagnosis of amyotrophic lateral sclerosis (ALS).</p>	<p>Complete the patient videos.</p> <ul style="list-style-type: none"> • Write a reflective journal entry outlining the principles of AAC assessment that you observed. • Write a reflective journal entry outlining the role of interprofessional practice in AAC assessment. • Write a reflective journal entry comparing and contrasting pediatric AAC assessment and adult AAC assessment. <p>Choose an AAC assessment simulation.</p> <ul style="list-style-type: none"> • Write an assessment report and treatment plan for your client. (Supplemental Activity available)
	<p>Complete an intervention session for an AAC user, identifying goals and objectives to be targeted,</p>	<p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Charlee- AAC Intervention 2. Lonsie- AAC Intervention 3. Austin- AAC Intervention 	<p>Complete the patient videos.</p> <ul style="list-style-type: none"> • Write a reflective journal entry identifying AAC intervention principles you observed.

	<p>selecting treatment activities, and collecting/synthesizing data.</p>	<ol style="list-style-type: none"> 4. Warren- AAC Intervention: TouchChat Monster Book Activity 5. Everett- AAC Intervention 6. Mia- Answering Questions Using AAC 7. AAC Intervention- Choosing Picture Books for AAC Intervention 8. AAC Intervention- Print Concepts and Phonological Awareness in Picture Books 9. AAC Intervention-Modeling Language During Read Alouds <p>Simucase Simulations: Annabelle- Intervention: Annabelle is 4-year-old with a diagnosis of propionic acidemia and mixed receptive-expressive language disorder. Leora- Intervention: Leora is a 17-year old with autism spectrum disorder who recently began using a new AAC device. Gabriel- Intervention: Gabriel is a 2-year old with Lennox-Gastaut syndrome and a cortical visual impairment. Everett- Intervention: Everett is a 6-year-old with Down syndrome and resulting communication and speech impairment.</p>	<ul style="list-style-type: none"> • Write a reflective journal entry outlining the role of interprofessional practice as it relates to AAC intervention. <p>Choose a simulation.</p> <ul style="list-style-type: none"> • Write a SOAP note to summarize the client’s session. (Supplemental Activity available) • Plan their next intervention session. (Supplemental Activity available) • Create an educational resource for parents/caregivers to educate them on ways to facilitate AAC generalization at home and in the community.
<p>Course Topic</p>	<p>Learning Objective</p>	<p>Simucase Simulation and Video Assignments</p>	<p>Additional Methods for Measuring Achievement of Learning Objectives</p>
<p>Articulation, Phonology, and Speech Sound Disorders</p>	<p>Use professional reasoning to evaluate, analyze, and diagnose speech sound disorders in pediatric populations.</p>	<p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Benjamin- Articulation Assessment 2. Hunter- Oral Mechanism Exam 3. Kara Lynn- Oral Mech Exam 4. Qiana- Nasendoscopy 5. Qiana- Nasendoscopy Review 6. Hadley- Goldman-Fristoe Test of Articulation 3 Administration <p>Simucase Simulations: Holden- GFTA-3 Part-Task Trainer- Holden is a 3-year-old referred for an evaluation. You are assigned to administer the Goldman-Fristoe Test of Articulation, 3rd Edition. Ian- GFTA-3 Part-Task Trainer- Ian is a 2-year-old referred for an evaluation. You are assigned to administer the Goldman-Fristoe Test of Articulation, 3rd Edition. Mary- GFTA-3 Part-Task Trainer: Mary is a 15-year-old referred for an evaluation. You are assigned to administer the Goldman-Fristoe Test of Articulation, 3rd Edition. Cameron- Assessment: Cameron is a 4-year-old referred for an evaluation because of his unintelligible speech.</p>	<p>Complete the patient videos.</p> <ul style="list-style-type: none"> • Write a reflective journal entry defining the purpose of an oral mechanism exam. Why is it important to include an oral mechanism exam as part of a comprehensive assessment? • Create a resource for your community, outlining typical speech sound development in children. <p>Complete the simulations.</p> <ul style="list-style-type: none"> • Choose and complete a part-task trainer simulation. Create a comprehensive assessment plan for this client. (Supplemental Activity Available) • Complete an assessment simulation. Write an evaluation report and plan of care for your client. (Supplemental Activity Available)

		<p>Hadley- Assessment: Hadley is a 5-year-old referred for a speech and language evaluation.</p>	<ul style="list-style-type: none"> • Write a reflective journal entry describing the differences between a single speech sound disorder and a disorder of phonology. • Write a reflective journal outlining the importance of using IPA transcriptions when assessing a child for a speech sound disorder.
	<p>Complete an intervention session for an articulation/phonology client, identifying goals and objectives to be targeted, selecting treatment activities, and collecting/synthesizing data.</p>	<p>Simucase Video:</p> <ol style="list-style-type: none"> 1. Curtis- Speech Sound Intervention 2. Cooper- Speech Sound Disorder 3. Fern- Play-based Speech Sound Intervention 4. Josiah- Language and Articulation Telehealth Session 5. Everett- Targeting Final Consonants 6. Qiana- Intervention Session 7. Haven- Cycles Approach <p>Simucase Simulation:</p> <p>Cameron- Intervention #4: Cameron is a 4-year-old with a speech sound disorder. Cameron is using the cycles approach.</p> <p>Cameron- Intervention # 11: Cameron is a 4-year-old with a speech sound disorder. Cameron is using the cycles approach.</p> <p>Hadley- Intervention: Hadley is a 5-year-old with speech sound and expressive language disorders.</p> <p>Alex- Intervention: Alex is an 8-year-old with a speech sound disorder.</p> <p>Anna- Intervention: Anna is a 4-year-old with single sound errors.</p> <p>Wyatt- Intervention: Wyatt is a 5-year-old with a diagnosis of congenital cytomegalovirus bilateral sensorineural hearing loss.</p>	<p>Complete the patient videos.</p> <ul style="list-style-type: none"> • Write a journal entry outlining your reflections after viewing the patient videos. Identify strategies used to help facilitate speech sound production. <p>Complete the simulations.</p> <ul style="list-style-type: none"> • Choose a simulation. Write a SOAP note to summarize the session. (Supplemental Activity Available) • Choose a simulation. After completing the simulation, outline a plan for the client’s next treatment session. (Supplemental Activity Available)
Course Topic	Learning Objective	Simucase Simulation and Video Assignments	Additional Methods for Measuring Achievement of Learning Objectives
<p>Language and Literacy</p>	<p>Use professional reasoning to evaluate, analyze, and diagnose language and/or literacy disorders in pediatric populations.</p>	<p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. SLP Role in Contributing to Early Successful Literacy Development in Young Children At-risk for Academic Difficulties 2. The Assessment of Literacy & Language (ALL™) 3. Vance-C-TOPP-2 Administration 4. Vance- PAT-2:NU Administration 5. Lisa- GORT-5 Administration 6. Lisa- TOWRE-2 Administration 7. Lisa- CTOPP-2 Administration 	<p>Complete the patient videos.</p> <ul style="list-style-type: none"> • Write a journal entry reflecting on the relationship between language and literacy. • After completing Vance and Lisa’s videos, write a reflective journal entry comparing and contrasting their evaluations. How does client age impact assessment?

		<p>Simucase Simulations: Kenzie- ALL Part-Task Trainer: Kenzie is a 6-year-old referred for an evaluation. You are assigned to complete the Assessment for Language and Literacy (ALL). Kelly- Assessment: Kelly is a 7-year-old who is having difficulty learning how to read. Latrece- Assessment: Latrece is an 8-year-old who is struggling with her academics.</p>	
	<p>Use professional reasoning to complete intervention sessions related to language and literacy, identifying goals and objectives to be targeted, selecting treatment activities, and collecting/synthesizing data.</p>	<p>Simucase Videos:</p> <ol style="list-style-type: none"> Makari- Phonemic Awareness and Decoding Makari- Writing Intervention Ford- Language and Literacy Intervention Jay- R-Controlled Vowels and Literacy AAC Intervention- Print Concepts and Phonological Awareness in Picture Books <p>Simucase Simulations: Eleanor- Intervention: Eleanor is a 12-year-old who is participating in the SPELL-Links curriculum.</p>	<p>Complete the patient videos.</p> <ul style="list-style-type: none"> Write a reflective journal entry about any patient treatment video. What observations did you make? What new information did you learn? What strategies did you observe the clinician using? How did the client respond to those strategies? <p>Complete the simulation.</p> <ul style="list-style-type: none"> Complete a SOAP note to summarize your session with Eleanor. (Supplemental Activity Available)
Course Topic	Learning Objective	Simucase Simulation and Video Assignments	Additional Methods for Measuring Achievement of Learning Objectives
Aphasia	<p>Use professional reasoning to evaluate, analyze, and diagnose aphasia in adult populations.</p>	<p>Simucase Videos:</p> <ol style="list-style-type: none"> Darrell- Case History Interview Darrell- Western Aphasia Battery-Revised (WAB-R) Part 1 Administration Darrell- Story Retell and Picture Description Tasks Darrell- Writing Sample Russell- Retelling the Story Cinderella Russell- Describing How to Make a PBJ Sandwich Russell- Narrative about Your Favorite Vacation Russell- Writing Words From Pictures <p>Simucase Simulations: Larry- WAB-R Part 1 Part-Task Trainer: Larry is a 76-year-old who experienced a stroke two years prior. Larry- WAB-R Part 2 Part- Task Trainer: Larry is a 76-year-old who experienced a stroke two years prior. Robert- Assessment: Robert is a 66-year-old who experienced a stroke one year prior. Paul- Assessment: Paul is a 63-year-old who experienced a stroke two years prior.</p>	<p>Complete the patient videos.</p> <ul style="list-style-type: none"> Complete all of Darrell's videos. Write a reflective journal entry, identifying your observations about his language skills. Based on what you've observed, hypothesize what type of aphasia Darrell presents with. What evidence supports your hypothesis? <p>Complete the simulations.</p> <ul style="list-style-type: none"> Complete Larry WAB-R Parts 1 and 2 Part-Task Trainers. Write a summary of his performance on this assessment. (Supplemental Activity). Complete an assessment case (Robert, Paul, or Karen). Write a comprehensive

	<p>Use professional reasoning to complete intervention sessions related to language and literacy, identifying goals and objectives to be targeted, selecting treatment activities, and collecting/synthesizing data.</p>	<p>Karen- Assessment: Karen is a 63-year-old who is experiencing difficulty with word finding.</p> <p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Aphasia Book Club- Aphasia Group Session #8 2. Aphasia Book Club- Aphasia Group Final Session #9 3. Dan- Intervention Session 4. Dan- Interprofessional Collaboration PT/SLP 5. Pat-Interprofessional Collaboration Conversation <p>Simucase Simulations:</p> <p>Dan- Intervention: Dan is a 79-year-old with Wernicke’s aphasia.</p> <p>Don- Intervention: Don is a 59-year-old with Broca’s aphasia.</p>	<p>assessment report and develop a treatment plan for your client. (Supplemental Activities Available).</p> <p>Complete the patient videos.</p> <ul style="list-style-type: none"> • Write a reflective journal entry describing your observations from the aphasia book club videos. What are the benefits of delivering intervention in a group? <p>Complete the simulations.</p> <ul style="list-style-type: none"> • Write a reflective journal entry describing the LPAA treatment approach. How do the activities from Dan and Don’s sessions align with the LPAA framework? • Select an intervention case. Write a SOAP note to summarize the session. (Supplemental Activity Available)
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