
Learning Objectives

MedBridge

Functional Assessment for Treatment Planning & Measuring Outcomes for Persons with Dementia

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Course Objectives:

- Identify changes to the DSM-5 definitions
- Identify the most common causes of dementia and their cognitive-communication characteristics
- Describe types of memory
- Apply social approaches to the care of persons with dementia
- Describe the importance of starting with a functional outcome
- Describe assessment procedures that will allow you to measure baseline status and select treatment procedures for functional outcomes
- Identify tools to measure functional outcomes

Chapter 1: Definitions – Memory and Social Models

In the first chapter of this course, Dr. Hickey will identify the most common causes of dementia and describe the natural course of cognitive decline, including the cognitive-communication characteristics of the most common types of dementia. Participants will then be instructed on applying basic memory processing models, as well as social models (e.g., the WHO International Classification of Functioning, Disability and Health) to persons with dementia.

Chapter 2: Assessment – Matching Purpose and Procedures

In the second chapter of this course, participants will learn to describe the purpose of different types of assessment (e.g., differential diagnosis, treatment planning, accessing services, measuring outcomes), to identify general assessment procedures for different purposes, and to apply social models to the assessment process. This chapter emphasizes the importance of starting with functional outcomes.

Chapter 3: Assessment Procedures – Starting with Functional Outcomes

In this chapter, participants will learn to evaluate and describe informal assessment procedures that will allow them to measure baseline status, assess treatment potential, select treatment procedures, and measure functional outcomes for persons with dementia.

Chapter 4: Assessment Procedures - Environmental Assessment and Standardized Tests

The final chapter of this course will further describe assessment procedures, including description of an environmental assessment tool and discussion of the use of standardized tests

for cognitive communication disorders. A case example that illustrates the assessment process is provided.