

CSD 643 *Dysphagia*
1:00 – 2:50 Thursdays, Fall 2011
Reynolds Center, room 211

Prerequisites: None

Required Materials:

Groher M.E. & Crary, M.A. (2010) *Dysphagia: Clinical management in adults and children*. Mosby/Elsevier Press. Maryland Heights, MO. ISBN 978-0-323-05298-6

American Psychological Association (2009). *Publication Manual of the American Psychological Association*, 6th Ed. Washington, DC: American Psychological Association. (spiral-bound version is recommended) ISBN 1433805618

Purchase a “clicker” from the following website: (details on exact model to follow)
<http://www.turningtechnologies.com/studentresponsesystems/studentclickers/>
(Also available in the HUB)

Recommended Material:

McFarland, D. (2009). *Netter’s Atlas of Anatomy for Speech, Swallowing and Hearing*. St. Louis: Mosby/Elsevier Press. ISBN 078-0-323-05656-4

Groher M.E. & Crary, M.A. (2003). *Introduction to Adult Swallowing Disorders*. Philadelphia: Elsevier. ISBN 978-0-7506-9995-2

Supplemental readings are noted in the syllabus and available on Moodle. Additional readings may be supplied by the instructor.

Helpful Web Resources

Dysphagia Resource Center - www.dysphagia.com
Dysphagia Resource Society - www.dysphagiaresearch.org

Course Description:

Dysphagia, CSD 643, Fall (2) Anatomical bases of normal and disordered swallowing in children and adults; evaluation and treatment of swallowing disorders.

Dysphagia is one area of speech language pathology where we must be concerned with the medical safety of our patients. The purpose of this class is to provide students with an understanding of dysphagia, fundamentals of assessment (both fluoroscopic and endoscopic methods) and the current approaches to treatment of the patient with dysphagia.

We will begin with the anatomy and physiology of the normal and abnormal swallow, followed by specific disorders that may affect each stage of the swallow. The later part of the course will address diagnosis and treatment planning for the patient with dysphagia. This information will be integrated to provide the student with the basic entry-level knowledge and skills needed to assess and implement a treatment plan for adult/pediatric patients with dysphagia.

Course Objectives:

Students will:

1. Identify normal and abnormal anatomy as it relates to swallowing . Develop an understanding of neuroanatomical and neurophysiological bases for mastication and deglutition across the lifespan (Std. III-B, III-C).
2. Identify and describe normal and abnormal swallowing function as well as describe various possible etiologies for swallowing disorders across the lifespan (Std. III-B, III-C).
3. Assess and diagnose swallowing disorders in each of the four stages of swallowing across the lifespan. Provide appropriate treatment plan, including specific treatment strategies and appropriate rationale (Std. III-B, III-C, III-D, IV-G).
4. Develop knowledge of the nature of swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and cultural correlates (Std III-C).
5. Develop knowledge about evaluation of patient progress and treatment efficacy (when to continue treatment, when to dismiss and when referrals are appropriate) (Std. IV- G).
6. Develop knowledge of processes used in research and the integration of research principles into evidence-based practice in the management of swallowing disorders (Std III-F).
8. Develop skill in the administration of a basic clinical examination of swallowing function (bedside) as well as in the administration and interpretation of videofluorographic examinations of swallowing function (Std IV-G).
9. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individuals with swallowing disorders (Std. IV-G, III-E).

Attendance

Class attendance and class participation is **required**. Please be on time and prepared to participate.

Professional conduct

Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.

Students will be expected to complete the assigned readings noted on the attached class schedule **before** attending classes. There is a challenging amount of complex content to be absorbed in a limited amount of time. It is your responsibility to keep up with the readings, ask questions, organize and clarify information to assist you in understanding.

All assignments must be completed on time. I do not accept late work. If an assignment is not turned in on time, you will receive a zero for that assignment. A doctor's note will be required to make up an exam, and you may be asked to take a different exam.

This course adheres to university guidelines regarding workload requirements per credit hour.

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.

Academic Integrity

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 semester may be subject to having an academic integrity sanction added to their college record.

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 (AES) 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 Requirements

- 35% Midterm Exam – (will be given in campus testing lab; see policies on Moodle)
- 10% Quizzes – available on Moodle and taken before each class period
- 10% Reflection papers (2 – submit in Moodle – due by noon)
- 5% Swallow Station labs
- 40% Final Exam – (written and clinical components – each worth 20% of your final grade; written portion in Testing Lab)

For your reflection papers, I want you to think about your own experiences and attitudes and reflect upon them in 2-3 page essays. See due dates below. This is not a term paper, but I do expect a good writing style with professional sentence structure, spelling, and organization. I highly recommend a trip to the campus Writing Lab before turning in your paper. Students in previous semesters have found this to be a very valuable use of their time.

For your first paper, I want you to think about ethics and end-of-life issues. I want you to think about how you feel about death and dying. Have you had to face these issues on a personal level? If so, how has that shaped your feelings? If not, how do you anticipate your handling of this subject? Some questions to guide your thinking include: How do you feel about a patient's right to decline services? Do you consider a feeding tube to be a "heroic measure?" What does the law have to say? How would your counseling skills come into play in these scenarios? Is it appropriate to incorporate your faith into addressing issues of death? If so, how do you accomplish this? How is ASHA's Code of Ethics relevant to this discussion?

The second topic requires the observation of two instrumental assessments. You can write about fluoro vs. FEES if you've had the opportunity to observe that. If you can observe two studies at different sites or at the same site with different clinicians, that would be great. You can write about studies that you observed this summer. I want you to compare and contrast the two in a variety of ways (methods, materials, information gathered,

clinical style/environment, what would you do differently?, etc.) and reflect upon what you need to gain from this course and your practicum site(s) that will enable you to meet the responsibilities of an SLP working with this disorder. Let me know ASAP if you anticipate a problem with these observations.

Our clinic is fortunate to own a Swallowing Signals Lab from Kay Pentax. It is located in room Therapy Room 9. During the course of the semester we will complete a few lab exercises with this piece of equipment. More details to follow.

The final exam is cumulative in nature and will be given in two parts. The objective portion will be given in the campus testing lab during finals week and is worth 20% of your course grade. For the clinical portion of your final exam, you will review two instrumental assessments of dysphagia. For each of your cases you will be presented with a brief case history and an instrumental assessment (VFSS or FEES) to interpret. You will report your findings including etiology and treatment recommendations (including rationale). We will talk more about this in class and you will have plenty of practice.

Final grades will be based upon percentage of points earned and letter grades will be determined as follows:

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

A grade below C is not a passing grade at the graduate level. If you find yourself struggling with the material, please make an appointment to meet with me.

Melanie Lowry, MS, CCC-SLP
Office: Reynolds Center C129
Office Hours are posted on my door
Phone: 279-4658
m_lowry@harding.edu

Course Calendar

These descriptions and timelines are subject to change at the discretion of the instructor.

Date	Topic	Reading	Activity
1/Aug 25	Normal Swallow	Ch 1-2	Basic Skills Pre-Test
2/Sept 1	Normal Swallow	See Moodle	
3/Sept 8	Neurogenic Dysphagia	Ch 5	Tutorial on Moodle
4/Sept 15	Neurogenic Dysphagia	Ch 5	
5/Sept 22	Head and Neck	Ch 6	
6/Sept 29	Esophageal Dysphagia/LPR	Ch 7	
7/Oct 6	Pediatrics	Ch 3, 4 & 11	
8/Oct 13	ARKSHA		
9/Oct 20	Lab this week with dietetics 2:00-4:50 (Henton's class cx) Before the lab, review: www.Dysphagia-Diet.com	STUDY!	Midterm exam Print and bring lab exercise from Moodle
10/Oct 27	Evaluation – Clinical	Ch 9	Reflection Paper #1
11/Nov 3	Evaluation - Instrumental	Ch 10	
12/Nov 10	Evaluation - Instrumental	Ch 10	
13/Nov 17	ASHA		
14/Dec 1	Treatment -	Ch 12 and 14	Reflection Paper #2
Tu Dec 6	Extra Practice for final exam		
15/Dec 8	Treatment -	Ch 12 and 14	
Dec 12	Finals Week		

Midterm exam

Final Exam – written portion in lab; clinical portion in class

See Moodle for opening and closing dates/times of quizzes – generally there are two attempts allowed on each quiz but double check to be certain. Quizzes are not “group work.”