

CSD 643 *Dysphagia*  
2:30 – 4:30 T/TH  
Reynolds Center, room C220

**Prerequisites:** None

**Required Materials:**

Leonard, R. & Kendall, K. (2008). *Dysphagia assessment and treatment planning: A team approach*, 2<sup>nd</sup> Edition.

Supplemental readings are noted in the syllabus. Additional readings may be supplied by the instructor.

**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 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. 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 lot of course 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 and exams 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.

**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.

## 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.

## 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.**

## Assignments and Calendar:

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

August 25 & 27- Anatomy and Physiology of the Normal Swallow

- Leonard & Kendall – Chapter 1
- Assignment to be completed prior to class on Day 1
- ASHA (2002), Knowledge and Skills Needed by SLPs Providing Services to Individuals with Swallowing and/or Feeding Disorders. Available from [asha.org/policy](http://asha.org/policy) and on Reserve at Brackett Library
- ASHA (2002), Roles of SLPs in Swallowing and Feeding Disorders: Technical Report. Available from [asha.org/policy](http://asha.org/policy) and on Reserve at Brackett Library
- ASHA (2002), Roles of SLPs in Swallowing and Feeding Disorders: Position Statement. Available from [asha.org/policy](http://asha.org/policy) and on Reserve at Brackett Library

September 1 - Head and Neck

- Leonard & Kendall – Chapters 2 and 3
- Turn in pre-class exercises

September 3 – Neurogenic Dysphagia

- Leonard & Kendall – Chapter 4
- Turn in pre-class exercises

September 8 – Esophageal Phase Dysphagia/LPR/FEES

- Leonard & Kendall – Chapters 5 and 6
- Leonard & Kendall – Chapter 11
- ASHA (2002), Knowledge and Skills Needed by Speech Language Pathologists and Performing Endoscopic Assessment of Swallowing Function. Available from [asha.org/policy](http://asha.org/policy) and on Reserve at Brackett Library
- You have two sets of pre-class exercises due today

September 10 – Nursing Issues/BSSE

- Leonard & Kendall – Chapters 7 and 8
- Team up with a partner. Please bring the following items to class: pudding or applesauce, fruit cocktail, saltine cracker, thin and thick liquid, spoons and straws.
- Turn in pre-class exercises

September 15 – LAB!

- Reflection paper #1 due

September 17 – Pediatric Feeding

- Leonard & Kendall – Chapter 9

September 22 – Nutritional Concerns

- Leonard & Kendall – Chapter 10
- Turn in pre-class exercises
- ASHA Leader (2004): Cultural Competence in Dysphagia by Luis Riquelme ; on Reserve at Brackett Library
- ASHA Leader (2004): Why do CNAs Feed as They Do? by Cathy Pelletier; on Reserve at Brackett Library
- ASHA Leader (2004), Syringe Feedings in Long Term Care by Cathy Lazurus; on Reserve at Brackett Library
- McCallum S. (2003), the National Dysphagia Diet: Implementation at a regional rehabilitation center and hospital system. *Journal of the American Dietetic Association*, 103, 381-384. On Reserve at the Brackett Library

September 24 – Presentations

September 28 – Videofluoroscopy

- Leonard & Kendall – Chapter 12, 14 & 15,
- Turn in pre-class exercises
- ASHA (2004), Knowledge and Skills Needed by Speech Language Pathologists Performing Videofluoroscopic Swallowing Studies. Available from [asha.org/policy](http://asha.org/policy) and on Reserve at the Brackett Library
- ASHA (2000), Clinical indicators for Instrumental assessment of dysphagia. Available from [asha.org/policy](http://asha.org/policy) and on Reserve at the Brackett Library

October 1 – More Fluoro

October 6 – Treatment Planning

- Leonard & Kendall – Chapter 18
- Food for Thought: Primum Non Nocere: The Potential for Harm in Dysphagia Intervention by Catriona M. Steele (From Perspectives on Swallowing and Swallowing Disorders (Dysphagia) 2006 15: 19-23.) (on Reserve at the Brackett Library)

October 8 – Treatment Planning

- Reflection paper #2 due

October 13 – Wrapping it up; more practice with fluoro

October 15 – ArkSHA

October 20 – Final Exam  
Decision Tree Project due

### **Course Requirements**

Midterm Exam – 100 points (will be given in campus testing lab)

Presentation – 100 points (written and oral component)

Pre-class exercises – 75 points (due at the beginning of class period)

Reflection papers (2) – 25 points each

Class project – 50 points

Final Exam – 150 points (written and oral component)

For your reflection papers, I want you to think about your own experiences and attitudes and reflect upon them in a 2-3 page essay. See due dates above. This is not a term paper, but I do expect a good writing style with professional sentence structure, spelling, etc.

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? How do you feel about a patient's right to decline services? Do you consider a feeding tube to be a "heroic measure"? How would your counseling skills come into play in these scenarios? How do you incorporate your faith into addressing issues of death?

The second topic will be the observation of two instrumental assessments of the swallow at two different sites. 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 practicum sites to be able to meet the responsibilities of an SLP working with this disorder.

We will draw presentation topics "out of a hat" on the first day of class. You will give a 10 minute presentation to your classmates and provide them with a handout. Be prepared to answer their questions. You will have the scoring rubric ahead of time so you know what I'm looking for when grading you. Although part of your grade is based upon your presentation of the material in a succinct, timely manner, you should be prepared for class to "go over" on this day – let me know if you have an unavoidable conflict and we'll work it out.

Your class project is the development of a clinical "decision tree." We will talk more about this in class and you will have the grading rubric before you begin the project. You will be graded by your peers as well as graded by me so you each need to fully contribute to the project. I expect this will be a valuable resource for you as you enter your clinical careers and will really help solidify your understanding of the topic as the course wraps up. It is due on the day of the Final Exam.

For the oral portion of your final exam, you will review an instrumental assessment of a patient with dysphagia. For your case you will orally present the case/medical history, findings, recommendations, plans for treatment (including justification of each) and treatment modalities. Multicultural issues will be addressed. 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%

Scores below 80% may demonstrate that a student has not met the mastery criteria and shown competency in a particular area, even if a passing grade is achieved in the class as a whole. Thus, a student may pass this class but fail to meet departmental standards for ASHA competency. Students failing to attain a set criteria will be provided with a remediation plan in an effort to meet the standard. If you find yourself struggling with the material, please make an appointment to meet with me.

Melanie Lowry, MS, CCC-SLP  
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