Prerequisites: None

Required Materials:

Membership in SIG-13 - ASHA’s Special Interest Group on the topic of Dysphagia
This may be included in your NSSLHA membership, if not it is $10 and an amazing resource.


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

Helpful Web Resources
Dysphagia Resource Center - www.dysphagia.com
Dysphagia Resource Society - www.dysphagiaresearch.org
Speechpathology.com

Course Description:
Dysphagia, CSD 6230, Spring (3) Anatomical bases of normal and disordered swallowing in 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 current, evidence-based approaches to treatment of the patient with dysphagia.

We will begin with the anatomy and physiology of the normal and abnormal swallow. We will move on to common methods used to evaluate, directly treat and manage the consequences of dysphagia caused by a variety of physiological failures. The later part of the course will require you to diagnose dysphagia and apply treatment principles for a variety of patient populations. This information will be integrated to provide the student with entry-level knowledge and skills needed to assess adults with dysphagia and design/implement appropriate treatment plans.
In a graduate course of this nature, we should be interacting with the material at the top of Bloom’s Taxonomy. To meet this objective, this course will utilize a teaching approach known as the “flipped classroom.” This is a teaching strategy gaining popularity for its ability to take students to a deeper level of mastery than can be achieved thru a traditional didactic lecture format. Look it up online if you’d like to learn more about my approach to this course. Your time outside of class will be structured to provide you with the foundational levels of the material (knowledge and understanding) using assigned readings, video lectures, quizzes and other resources. We will utilize our class time to build upon that foundation. We will apply the knowledge to case studies, analyze patient characteristics, available literature and expert opinion, evaluate diagnostic findings, conflicting ideas, and evidence based practice. Finally, we will create sound treatment plans consistent with current best practices in dysphagia. Utilizing this framework, you should expect to spend your outside class time building a foundation for yourself so that our class time is used to take you to a higher level of mastery. You will learn the “what” outside of class so that we can address the “how” and “what now” during our class time.

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. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

**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. 3.1.2B).

2. Identify and describe normal and abnormal swallowing function as well as describe various possible etiologies for swallowing disorders in the adult population. (Std. 3.1.2B; 3.1.3B)

3. Assess and diagnose swallowing disorders in each of the four stages of in the adult population. Design appropriate treatment plan, including specific treatment strategies and appropriate rationale (Std. 3.1.3B; 3.1.4B; 3.1.5B).
4. Develop knowledge of the nature of swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and cultural correlates as well as identification, prevention, treatment and assessment of feeding and swallowing disorders in the adult population (Std. 3.1.3B; 3.1.4B).

5. Develop knowledge about evaluation of patient progress and treatment efficacy (when to continue treatment, when to dismiss and when referrals are appropriate) (Std. 3.1.6B).

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. 3.5B).

7. Develop skill in the administration of a basic clinical examination of swallowing function (bedside) as well as in the administration and interpretation of videofluoroscopic and fiberendoscopic examinations of swallowing function including appropriate diagnostic reports and reimbursement practices (Std. 3.1.4B).

8. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individuals with swallowing disorders (Std. 3.1.6B; Std 3.1.1B).

**Attendance**
Class attendance and class participation is **required**. Please be on time and prepared to participate. Students who must miss class are encouraged to contact the instructor, obtain content from a peer, and attend remotely (Skype, etc.) if at all possible.

**Professional conduct**
Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, sentence structure). Points will be deducted for inadequate work.

In this class, there is a challenging amount of complex content to be absorbed and assimilated 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 the content. We will tackle a new topic almost every class period. Before coming to class, be sure that you have read the text and any other assigned readings, printed the notes and watched the Echo Lecture on the topic. Review the Clinical Thinking case indicated on the syllabus and come to class ready to apply the knowledge in clinical scenarios. This requires full participation on your part. Please come to class with any questions that are unanswered and ask them!

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.

Lectures, slides, Echo lectures and test questions are considered to be intellectual property and some course components are protected by an additional copyright. For these reasons, students may not record any portions of a class or photograph slides without the express permission of the course instructor.

All students must abide by the Student Handbook. A student may be asked to leave class or other activities if they are not in keeping with these standards.

**Academic Integrity**
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.

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, 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 226 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 or (501) 279-4019.

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 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.

Grading schema –

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>5%</td>
<td>Foundational quiz</td>
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<tr>
<td><strong>15%</strong></td>
<td>Exam #1 – (will be given outside of class time)</td>
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<tr>
<td>10%</td>
<td>iRATS and gRATS</td>
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<tr>
<td>10%</td>
<td>Evidence-based practice questions from textbook</td>
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<tr>
<td>5%</td>
<td>SIG-13 Presentation</td>
</tr>
<tr>
<td>5%</td>
<td>Discussion forum #1/ethics and end of life (Std IV-E)</td>
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<tr>
<td></td>
<td>Discussion forum #2/lab with dietetics (completed in Fall semester)</td>
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</table>
For your first forum, 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? Read the final chapter in your textbook before completing this activity. Re-reading the corresponding chapter in Holland’s counseling book would also be a good idea. This reflection will be conducted in an online Canvas forum. I expect you to fully participate in the online discussion and this will be part of your grade on the reflection. I’m not going to give you a specific number of posts that you must make – I expect that you can determine full participation at this point. I can tell you that students who wait until the night before the assignment closes to “participate” will not receive full credit for the assignment.

For the second forum, I will refer to your reflections following the Modified Diets/Thickened Liquids lab with the dietetics students. Given the additional perspective you should have after a few weeks of coursework, you should update your original post.

To facilitate class discussion and make the most of the available class time, cases from your textbook will be assigned prior to each class period. Students should review the case prior to class and be prepared to contribute substantially to the discussion on case management. To explore contemporary issues in dysphagia, each team will make a class presentation on a topic of interest from SIG 13. Dates are assigned (see syllabus) but topics can be selected by the team. Students can expect to see content from these presentations on exams.

We will utilize the Exam Autopsy procedure to evaluate each exam. Students are expected to attend exam review sessions; however, if an obligation such as those of a Graduate Assistant or your assigned clinic time keeps you from being there, please let me know. Appointments may also be made (and are encouraged) to answer any questions the student may have regarding quiz grades or instructor feedback. Students are expected to take ownership of and responsibility for their course grades and are strongly encouraged to use the abundant resources available with the course text and to make use of the instructor’s office hours to ask any questions that remain unanswered.

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 – sooner rather than later. I want you to be successful in this course but cannot answer questions that you do not ask.
**An exam average of 70% must be earned by the student to document mastery of the course objectives and earn credit for this course. If a student does not earn an average of 70% across all three major course exams (without rounding), a grade of D will be recorded for the course, regardless of the average on other class assignments.**

**Dates to know:**
MLK Day – January 20 – no classes
Interprofessional Movie Night – Monday, January 27; 6-8pm Swaid/Farrar (strongly encouraged)
Midterm Week –March 2-6
Spring Break - March 9-13
Comprehensive Exams for 2Y – Feb 8
Night at the Round Table – March 23 or 30, 6-8pm; registration begins at 5:30
Interprofessional CVA Symposium – March 26 – 8-12
Moving Medicine Forward – Dr. Michael Klaper – plant-based nutrition (April 2, time/place TBA)
Infant Massage class with Reagan Dennison, OT – Saturday April 18 (tentative)
Spring Sing Weekend – April 9-12
Dead Week – April 27 - May 1
Finals Week – May 4-8
Graduation – May 9

The following Lunch & Learns are on the schedule – they are an excellent way to learn about other allied health professions (icing on the cake, if you will). Lunch & Learns will take place at noon in Farrar 217.

Wednesday 1/29 - Medication Bingo - Melissa Shipp, Pharmacy
Tuesday 2/11 - Comfort positions for the pediatric patient - Brittany Blake, Child Life
Friday 2/21 - Shalom for the dying patient - Greg Brooks, Nursing
Friday 2/28 - Using tongue twisters to teach common medication names - Ellen Jones, Pharmacy
Thursday 3/5 - Tracheostomy tubes & speaking valves – second year CSD graduate students
Thursday 3/24 - Nutritional Healing - Cody Sipe, Exercise Science
Thursday 4/2 - Communicating effectively with persons with dementia or aphasia – second year CSD graduate students
Wednesday 4/8 - Fad Diets - Sexy or Harmful? - Sarah Oropeza, Nutrition & Dietetics
Wednesday - 4/15 - Cardiac assessment - Greg Brooks - Nursing
Course Calendar

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1/Jan 16</td>
<td>Normal Swallow</td>
<td>Ch 1-2</td>
<td>Basic Skills Pre-Test on 1/21</td>
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<tr>
<td>2/Jan 23</td>
<td>Normal Swallow</td>
<td>Ch 1-2</td>
<td>Critical Thinking Case #2</td>
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<td>3/Jan 30</td>
<td>Evaluation – Clinical</td>
<td>Ch 7</td>
<td>SIG Case Presentation - Blackeyed peas</td>
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<tr>
<td>4/Feb 6</td>
<td>Evaluation – Clinical</td>
<td>Ch 7</td>
<td>Discussion Forum #1 due</td>
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<td>Critical Thinking Case #5</td>
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<tr>
<td>5/Feb 13</td>
<td>Evaluation – Instrumental Fluoroscopy</td>
<td>Ch 8</td>
<td>Critical Thinking Case #3</td>
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<td>SIG Case presentation – Pinto beans</td>
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<td>6/Feb 20</td>
<td>Evaluation – Instrumental FEES</td>
<td>Ch 8</td>
<td>Critical Thinking Case #4</td>
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<td>SIG Case presentation - Navy beans</td>
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<td>7/Feb 27</td>
<td>Case-based application</td>
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<td>Exam #1 on Friday 2/28</td>
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<td>8/Mar 5</td>
<td>Treatment - Adults</td>
<td>Ch 9 &amp; 10</td>
<td>Critical Thinking Case #8</td>
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<td>March 12</td>
<td>SPRING BREAK</td>
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<tr>
<td>9/March 19</td>
<td>Treatment – Adults</td>
<td>Ch 9 &amp; 10</td>
<td>Discussion Forum #2</td>
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<td>10/Mar 20</td>
<td>Neurogenic Dysphagia</td>
<td>Ch 3</td>
<td>SIG Case Presentation – Lentils (make up day for 3/26)</td>
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<td>Mar 26</td>
<td>Interdisciplinary CVA Seminar</td>
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<td>8:00 – 12:00 Farrar 217/218</td>
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<td>11/Apr 2</td>
<td>Head and Neck Cancer</td>
<td>Ch 4</td>
<td>Critical Thinking Case #6</td>
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<td>SIG Case Presentation – Chickpeas</td>
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<td><strong>Oral Care Activity w/Pharmacy 4-3; 8-10am</strong></td>
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<td>12/Apr 9</td>
<td>Esophageal Dysphagia/LPR</td>
<td>Ch 5</td>
<td>Discussion Forum #3</td>
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<td>Critical Thinking Case #1</td>
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<tr>
<td>13/Apr 16</td>
<td>Respiratory and Iatrogenic Disorders</td>
<td>Ch 6</td>
<td>Exam #2 on 4/24</td>
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<tr>
<td>14/Apr 17</td>
<td>Case based application</td>
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<td>Critical Thinking Case #7 – Dr. Meeker at CAPCSD on 4/23</td>
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<td>(make up for 4/23)</td>
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<tr>
<td>15/Apr 30</td>
<td>Case based application</td>
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<td>Final details and course “loose ends”</td>
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<tr>
<td>May 4 – May 8</td>
<td>Finals Week</td>
<td>Final Exam</td>
<td>Tuesday 5/5 8:00am</td>
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Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).

Standard IV-B: Swallowing Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)
- The student will demonstrate the ability to conduct screening and prevention procedures in the area of swallowing.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of swallowing.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures
- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of swallowing.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs
- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of swallowing.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of swallowing.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation
- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of swallowing.

Standard V-B 1g. Refer clients/patients for appropriate services
- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of swallowing.

Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients/patients' needs. Collaborate with clients/patients and relevant others in the planning process
The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of swallowing.

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
   The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of swallowing.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
   The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of swallowing.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress
   The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of swallowing.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
   The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of swallowing.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
   The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of swallowing.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate
   The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of swallowing.