CSD 643 Dysphagia
Spring, 2019 (3 credit hours)
8:00 – 10:30 Thursdays Swaid 215

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Office Hours are posted on my door
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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 643, 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 the current 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 treat and manage 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 with dysphagia. 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 through 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.

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. Complete the online quiz (pay attention to due dates) 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.

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

**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 previous or subsequent semesters may be subject to having an academic integrity sanction added to their college record.
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 (e.g. physical, learning, or psychological) 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 219 in the Student 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.

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. 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 –

- **5%** Basic skills quiz
- **25%** Exam #1 – (will be given outside of class time)
- **10%** Quizzes – will be taken on your own time in anticipation of each class period
- **5%** SIG Evidence-Based Discussion and accompanying evidence chart
- **25%** Discussion forum #1/ethics and end of life (Std IV-E)
- Discussion forum #2/lab with dietetics (completed in Fall semester)
- Discussion forum #3/equipment labs
- **25%** Exam #2 - (will be given outside of class time)
- **5%** Team Maintenance score
- **25%** Final Exam **Must average 70% to earn course credit; see below**

**5%** Team Maintenance score

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.

Our clinic is fortunate to own a Swallowing Signals Lab from Kay Pentax. It is located in the instrumentation lab in the clinic. We will complete one lab exercise with this piece of equipment and one with the Iowa Oral Pressure Instrument. We are excited to own brand new Olympus FEES equipment and will begin utilizing it this semester in classes and in clinic. Your clinical application of these labs will be discussed in Discussion Forum #3. More details will follow and worksheets will available on Canvas.

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. Each team is expected to meet together prior to class to review the case and should be prepared to contribute substantially to the discussion on case management. Teams will be assigned to facilitate the discussion on a rotating basis – see syllabus for assignments.

All students are encouraged to review each exam with the course instructor. Students scoring below 70% on any exam will be **required** to meet with the instructor to review exam performance and clarify any gaps in knowledge. 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.

**Because a substantial portion of the course grade is earned largely through participation in discussion forums, group projects, and open-book quizzes, 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 21 – no classes
LSVT – January 24
Interprofessional Movie Night – Monday, February 25; 6-8pm Admin Aud (strongly encouraged)
Midterm Week – March 4-8
Spring Break – March 11-15
Comprehensive Exams for 2Y – March 16
Night at the Round Table – March 25, 6-8pm; registration begins at 5:30
Infant Massage class with Reagan Dennison, OT – Friday April 5 (tentative)
Spring Sing Weekend – April 19-21
Dead Week – April 29-May 3
Finals Week – May 6-10
Graduation – May 11

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.

Tuesday, January 22 - Communicating with individuals who have cognitive/communicative impairments - CSD graduate students (second years)
Monday, February 4 - Drug-resistant infections - Mendy McClelland/PA
Wednesday, February 13 - Mindfulness & Cognitive Behavioral Therapy – Dr. Jenene Alexander/Prof Counseling
Thursday February 21 - Orthopedic Fractures/Dr. Greg Brooks/Nsg
Thursday, March 7 - Commonly Prescribed Medications/Dr. Melissa Shipp/Pharm
Thursday, March 28 - Reading Chest Radiographs/Dr. Greg Brooks/Nsg
Wednesday, April 3 - Using Developmentally Appropriate Language - Brittany Blake/Child Life
Tuesday, April 9 - Common Social Work Resources - Kim Baker-Abrams/SW
Tuesday, April 16 - Tracheostomies and Speaking Valves - CSD graduate students (second years)
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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</thead>
<tbody>
<tr>
<td>1/Jan 17</td>
<td>Normal Swallow</td>
<td>Ch 1-2</td>
<td>Basic Skills Pre-Test on 1/23</td>
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<tr>
<td>2/Jan 25</td>
<td>Normal Swallow&lt;br&gt;Meet on Friday due to LSVT on 1/24</td>
<td>Ch 1-2</td>
<td>Critical Thinking Case #2 - Micrograms</td>
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<td>3/Jan 31</td>
<td>Evaluation – Clinical</td>
<td>Ch 7</td>
<td>SIG Case Presentation - Decagrams</td>
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<tr>
<td>4/Feb 7</td>
<td>Evaluation – Clinical</td>
<td>Ch 7</td>
<td>Discussion Forum #1 due&lt;br&gt;Critical Thinking Case #5 – Milligrams</td>
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<tr>
<td>5/Feb 14</td>
<td>Evaluation – Instrumental Fluoroscopy</td>
<td>Ch 8</td>
<td>Critical Thinking Case #3 - Picograms</td>
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<tr>
<td>6/Feb 21</td>
<td>Evaluation – Instrumental FEES</td>
<td>Ch 8</td>
<td>Critical Thinking Case #4 – Decagrams</td>
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<td>7/Feb 28</td>
<td>Case-based application</td>
<td></td>
<td><strong>Exam #1 on Friday 3/1</strong></td>
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<tr>
<td>8/Mar 7</td>
<td>Treatment - Adults</td>
<td>Ch 9 &amp; 10</td>
<td>Critical Thinking Case #8 – Picograms</td>
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<tr>
<td>March 14</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>9/March 21</td>
<td><strong>Interdisciplinary CVA Seminar</strong></td>
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<td><strong>8:00 – 12:00 Farrar 217/218</strong></td>
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<td>10/Mar 22</td>
<td>Treatment - Adults</td>
<td>Ch 9 &amp; 10</td>
<td>SIG Case Presentation – Micrograms (make up day)</td>
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<tr>
<td>11/Mar 28</td>
<td>Neurogenic Dysphagia</td>
<td>Ch 3</td>
<td>Discussion forum #2&lt;br&gt;<strong>Oral Care Activity with Pharmacy 3/29 8-10am</strong></td>
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<td>12/April 4</td>
<td>Head and Neck Cancer</td>
<td>Ch 4</td>
<td>Critical Thinking Case #6 - Decagrams</td>
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<td>13/Apr 5 (make up for 4/11)</td>
<td>Esophageal Dysphagia/LPR</td>
<td>Ch 5</td>
<td>Discussion Forum #3&lt;br&gt;Critical Thinking Case #1 – Milligrams&lt;br&gt;Dr. Meeker at CAPCSD on 4/11</td>
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<tr>
<td>14/Apr 18</td>
<td>Respiratory and Iatrogenic Disorders</td>
<td>Ch 6</td>
<td><strong>Exam #2 on 4/19</strong></td>
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<td>15/Apr 25</td>
<td>Case based application</td>
<td></td>
<td>Critical Thinking Case #7 – Micrograms&lt;br&gt;SIG Case Presentation – Picograms&lt;br&gt;SIG Case Presentation – Milligrams</td>
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<tr>
<td>16/May 2</td>
<td>Case based application</td>
<td></td>
<td>Final details and course “loose ends”</td>
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<td>May 6 – May 10</td>
<td>Finals Week</td>
<td>Final Exam</td>
<td>Thursday 5/9 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.