

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES  
EXTENDED LEARNING  
MASTERS PROGRAM IN COMMUNICATIVE SCIENCES AND DISORDERS**

**COURSE: EDSL 692: Dysphagia (3 units)  
Spring 2013**

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**SCHOOL of EDUCATION MISSION STATEMENT**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**I. COURSE DESCRIPTION**

The purpose of the course is to provide students with a general understanding of normal and disordered swallowing processes. Students will learn the phases and physiology of swallowing, examine assessment techniques and discuss treatment for dysphagia. Students will gain experience in assessing, interpreting findings and treatment plan design for patients with dysphagia, and as well in standards of ethical conduct in this domain of practice. Students must have a working knowledge of normal anatomy and physiology of the respiratory, laryngeal and articulatory subsystems, as well as an understanding of neuroanatomy and physiology for swallowing, particularly that of the cranial nerve system prior to enrolling in the course (*i.e. prerequisites Bio 320 and EDSL 691*)

**II. Student Learning Outcomes are in part based on the Graduate Curriculum on Swallowing and Swallowing Disorders (Adult and Pediatric Dysphagia) 2007 Technical Report, Special Interest Division 13: Swallowing and Swallowing Disorders (Dysphagia): <http://www.asha.org/policy/TR2007-00280.htm>. Upon completion of this course, students will be able to:**

1. Explain the role and responsibilities of the speech-language pathologist in the management of dysphagia. (quiz)

2. Identify and explain the anatomy, sensori-motor control, biomechanics, development and maturation of the normal aerodigestive tract. This includes explanation of the phases of swallowing and the anatomy and physiology of the respiratory, laryngeal and articulatory subsystems, as well as the neurology associated with swallowing functions (specifically, the cranial nerve system). (quiz and applications)
3. Explain the etiology of disordered swallowing from neurogenic, structural, psychiatric, behavioral and systemic problems, including s/s observed during clinical and instrumental assessment. Explain consequences of swallowing disorders on health and well-being. (quiz and applications)
4. Explain and demonstrate screening and assessment procedures including: collection of case history and dietary information, assessment of cognitive status, position/posture and respiratory status, oral mechanism examination, administration of the 'clinical' bedside swallow examination including appropriately textured food items, impressions/interpretations and recommendations. (screening assessment and applications)
5. Analyze and interpret instrumental swallow assessments, including fluoroscopy and FEES. (applications)
6. Demonstrate knowledge and skill in treatment techniques and procedures, evidence-based practice, planning, selecting and writing up appropriate treatment goals/plans and understanding of how to administer such treatment. (applications)
7. Explain ethical conduct when assessing and treating in this domain of practice, including issues related to culture and quality of life. (applications)
8. Write assessment results, progress notes and treatment outcomes (applications)

These SLOs will be measured by a number of applied assignments. All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. The Writing Center is available for support (Kellogg Library 1103).

Quizzes: (5 quizzes at 10 points each for a total of 50 points). You will take 5 in-class quizzes over content knowledge related to anatomy and neurology of swallowing; the role of the SLP in dysphagia management; phases of swallowing and etiology of dysphagia; s/s during clinical assessment and consequences of dysphagia on health and well-being. **Standards III-B, C, D, E & F; IV-B; V-A**

*Problem Based Learning Cases (Applications):* (6 PBLCs at 25 points each for a total of 150 points). You will have 6 application assignments that will reflect your knowledge and skills in various aspects of assessment and treatment of dysphagia. **Standards III-B, C, D, E & F; IV-B; V-A**

*Screening Assessment:* (50 points 20 points for OME and 30 points for the BSE). You will perform an OME and a BSE on a client in a medical facility. You will be expected to collect data on the structural and functional integrity of the oral/pharyngeal/laryngeal structures during the OME, and on these structures and functions during a clinical bedside swallow evaluation with various consistencies of food. You will need to describe the procedures you followed, and the client behaviors you observed both quantitatively and qualitatively. You will need to describe performance on each consistency for all phases of the swallow. You will need to summarize your findings at the end and provide your recommendations. Your recommendations should include diet (PO/NPO), consistency if PO, and strategies/precautions if needed. If appropriate, you should include any recommendations for additional assessment, treatment or referrals. You will need to provide a rationale and justify your recommendations. You should use the posted Bedside Swallow Screening tool as a guide.  
**Standards III-B, C, D, E & F; IV-B & G; V-A**

*Final Examination:* (50 points) The final examination will be a summative assessment of your accumulated knowledge and skills. Anyone achieving an A on ALL 6 PBLCs will be exempt from taking the final examination **Standards III-B, C, D, E & F; IV-B & G; V-A**

### **III. Grading Standards**

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric. You will be expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

### **Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

### **IV. RECOMMENDED TEXTBOOKS:**

Groher, M. E., & Crary, M. A. (2010). *Dysphagia: Clinical Management in Adults and Children*. Maryland Heights, Missouri: Mosby, Inc.

### **PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

1. “Person-first” language (e.g., “Individuals with aphasia” rather than “The aphasic individual;” “Johnny presents with Down Syndrome” rather than “My Down Syndrome student”) must be used throughout all written and oral assignments and discussions.
2. All written documents should be completed with a word processor. Keep an electronic copy of all of your work. You will want these for your review when you are ready to prepare for the PRAXIS exam.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.

4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Ensure you receive handouts and information if you miss class, so be sure to get phone numbers from colleagues/classmates.

## **V. COLLEGE of EDUCATION ATTENDANCE POLICY**

**Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).***

## **VI. GENERAL CONSIDERATIONS**

### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Patricia Stall, Associate Dean.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

### **Professional Etiquette**

**Attendance:** Daily class and clinic attendance is required. Poor attendance negatively reflects on professionalism. Absences should be communicated to your instructor, clinic supervisor, and clinic director prior to the beginning of class or clinic.

**Tardiness:** Graduate students are expected to arrive at class and clinic on time. Arriving late can be very disruptive. If arriving late to class or clinic, try to be as quiet and unobtrusive as possible. If you know before hand that you will be late, please communicate this to the instructor or supervisor. Habitual tardiness will be noted and documented.

**Leaving Class or Clinic Early:** Sometimes other obligations and appointments require graduate clinicians to leave early, however, please notify the instructor or supervisor and exit quietly and respectfully.

**Taking Breaks During Class or Clinic:** Instructors and supervisors provide breaks during course and clinic activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions. It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to enter or exit a classroom during a guest speaker presentation except for an emergency.

**Cell Phones and Texting:** Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

**Computers, Laptops, and Tablets:** It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. As a courtesy, please do not use electronics when guest speakers are visiting. If the student would like to take notes on presentations, please take hand-written notes. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

**Attentiveness:** Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and your potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students don't display professional behaviors.

### ***Schedule/Course Outline***

<b>Date</b>	<b>Topic</b>	<b>Assignment (if any)</b>
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Week 1 1/23	Introduction; Roles of the SLP; A&P of Swallowing	<b>Read slides on Etiologies and listen to chat</b>
Week 2 1/30	Phases of Swallowing; the 'normal swallow'; neurology	<b>Quiz # 1</b>
Week 3 2/6	Case History and Oral Mechanism Examination (OME)	<b>Quiz # 2</b>
Week 4 2/13	OME practice; Bedside Swallow Evaluation (BSE)	
Week 5 2/20	BSE, cont; BSE practice	<b>Quiz # 3</b>
<b>Weekend 2/23 &amp; 24</b>	<b>Bedside Swallow Screening</b>	<b>Sat. 2/23: 9:00-11:00: Molly, Sarah N., Kim P.; Michelle</b> <b>Sat. 2/23: 11:00-1:00: Kacy, Maria, Eryn</b> <b>Sun. 2/24: 9:00-11:00: Debbie, Janet, Skyla, Sarah R.</b> <b>Sun. 2/24: 11:00-1:00: Gina, Steph, Sarah A.</b>
Week 6 2/27	Diets; Write-ups; Cases	<b>Application # 1 Due</b>
<b>Weekend 3/2 &amp; 3</b>	<b>Bedside Swallow Screening</b>	<b>Sat. 3/2: 9:00-11:00: Angie, Christa, Ashley, Racquel</b> <b>Sat. 3/2: 11:00-1:00: Tavia, Christine, Kim J.T.</b> <b>Sun. 3/3: 9:00-11:00: Elizabeth, Jenny, Kathryn, Carrie</b> <b>Sun. 3/3: 11:00-1:00: Leighlany, Bridget, Hannia</b>
Week 7 3/6	Modified Barium Swallow (MBS)	<b>Application # 2 Due</b>
Week 8 3/13	MBSE, cont; Strategies	<b>Quiz # 4</b>
Week 9 3/20	Fiberendoscopic Evaluation of Swallow (FEES)	<b>Application # 3 Due</b> <b>FEES demo</b>
Week 10 3/27	Goal Setting and Writing	
	<b>Spring Break – 4/3</b>	
Week 11 4/10	Treatment	<b>Application # 4 Due</b> <b>Draft Screening Assessment Due</b> <b>Quiz # 4</b>
Week 12 4/17	Case Presentation and Introduction to Trachs/Vents- <b>Devina Acharya</b>	

Week 13 4/24	Trachs/Vents, Cases <b>Karen McGurk – an RN's perspective</b>	<b>Application # 5 Due</b>
Week 14 5/1	Cases & Palliative Care <b>Helen McNeal</b>	<b>Screening Assessment Due</b>
Week 15 5/8	Pediatric Swallowing <b>Diane Friederich</b>	<b>Application # 6 Due</b>
Finals 5/15	<b>Final Exam</b>	