

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
SCHOOL OF EDUCATION/EXTENDED LEARNING  
MASTERS PROGRAM IN COMMUNICATIVE SCIENCES AND DISORDERS**

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

**Summer 2012**

**M/W/F 13:00-16:00**

**June 4 – July 6, 2012**

**Location: UH 440**

**Instructor: Suzanne Moineau, Ph.D.**

**Office: UH 323, phone (760) 750-8505**

**Office hours: Daily before and after class; and by appointment**

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**SCHOOL of EDUCATION MISSION STATEMENT**

The mission of the School 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. COURSE OBJECTIVES AND ASSIGNMENTS FOR STUDENT KNOWLEDGE AND SKILLS ACQUISITION**

1. Students will demonstrate knowledge 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). Students will identify the role and responsibilities of the speech-language pathologist in the management of dysphagia.

2. Students will demonstrate knowledge of the nature of normal and disordered swallowing functions and the etiology of such disorders.
3. Students will demonstrate knowledge and skill in assessment techniques for dysphagia, and understand how to distinguish problems at the different phases of the swallow. Students will demonstrate knowledge and skill in performing, oral mechanism examinations, 'bedside' swallow assessments, as well as in analyzing and interpreting other types of swallow assessments, including fluoroscopy and FEES.
4. Students will 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.
5. Students will demonstrate knowledge of standards of ethical conduct when assessing and treating in this domain of practice, including issues related to culture and quality of life.

Each of the objectives stated above will be evaluated by the following mechanisms:

1. Students will pass a final examination based on information from the text, lecture and class discussion, as evidence of gained knowledge in the following areas: terminology, phases of the swallow, typical and atypical anatomy/physiological functions, and assessment and treatment. **Standards III-B, C, D, E & F; IV-B; V-A). 50 points total.**
2. Students will pass 10 quizzes/assignments based on information from the text, lecture and class discussion, as evidence of gained knowledge and skills in the following areas: A&P, phases of swallowing, assessment and treatment. **(ASHA Standards III-B, C, D, E & F; IV-B; V-A). 10 points each: 100 points total**

### **III. Grading Standards**

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, 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. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA all 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.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade. You have 12 ungraded pass/fail assignments. Should you fail more than 2, you will not pass the course.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy 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		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

- 4 = A = 95 points = exceeds standards
- 3 = B = 85 points = meets standards
- 2 = C = 75 points = approaching, but does not meet standards
- 1 = D = 65 points = fails to meet standards

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). *Dysphagias: 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. SCHOOL of EDUCATION ATTENDANCE POLICY**

**Due to the dynamic and interactive nature of courses in the School 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 4300, 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 School 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. Kathy Hayden, Interim Director, School of Education.

### **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 School 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 School of Education graduate-level courses.

## Course Outline

Monday: June 4 <b>9am – 4pm</b>	Introduction A&P Oral Mechanism Examination Phases of Swallow Typical Swallow Hands on skills <b>Assignment 1</b>	Chapters 1-2
Friday: June 8	Disorder Types <b>Assignment 2</b>	Reference: Chapters 5-8
M/W/F: June 11, 13, 15	Assessment BSE: Bedside Swallow Evaluation (Diets) MBSE: Modified Barium Swallow Evaluation FEES: Fiberoptic Endoscopic Examination of Swallow <b>Assignments 3-5</b>	Chapters 9-10
Monday: June 18 <b>9am – 4 pm</b>	Goal setting, judgment and planning Intervention Compensatory Strategies Therapy <b>Assignment 6</b>	Chapters 12 & 14
Friday: June 22	Special Workshop at Pomerado: Devina Acharya FEES/MBSE/DIETS	
Monday: June 25	Case studies Special Guest Speaker: Devina Acharya <b>Assignment 7</b>	Chapter 15
Wednesday: June 27	Pediatric Swallowing Special Guest Speaker: Leslie Nielson <b>Assignment 8</b>	Chapters 3-4, 11,13
Friday: June 29	Case studies Writing <b>Assignment 9</b>	

Monday:  
July 2

**Final Exam**

Wednesday:  
July 4

**No class – 4<sup>th</sup> of July holiday**

Friday:  
July 6

Debrief  
Examination Review  
**Assignment 10**

Schedule is subject to change