

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

COURSE: EDSL 692: Dysphagia (2 units)

Summer 2011

Monday-Wednesday 8:00-5:00

June 6-15, 2011

Location: FCB 104

Instructor: Suzanne Moineau, Ph.D.

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

Office hours: Daily after class 1-2; and by appointment

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COLLEGE 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. 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 of 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 '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 5 quizzes 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: 50 points total

III. COURSE GRADING (percentage of total points):

100-90 = A 89-80 = B 79-70 = C 69-60 = D <59 = F

Submission Schedule: All quizzes and the final examination must be taken at the scheduled time. Arrangements for a make-up can be made if you experience a personal illness, death in the family or a religious holiday. Given the condensed timeframe of this course, all make-ups have to be scheduled within 2 days of the event.

PLEASE NOTE THE FOLLOWING POLICY: Grading is on a whole letter basis. No + or – grades will be given out. You **MUST** pass every assignment linked to the standards with a B or better in order to pass the course. Where appropriate, assignments that require a writing component will be graded for the following: style/format, mechanics, content/organization and integration/critical analysis. An 'A' represents performance that exceeds the standards and is characterized by work that is essentially free of error; a 'B' represents performance that meets the standards and is characterized by work that has only minor errors but that does not reflect a lack of overall competency; a 'C' represents performance that is approaching standards but not met and is characterized by work that is inconsistent and has numerous errors; a 'D' represents performance that is well below the standard and is characterized by substantial inconsistencies and errors.

IV. RECOMMENDED TEXTBOOKS:

Leondard, R. & Kendall, K. (2007). *Dysphagia Assessment & Treatment Planning* (2nd Ed). San Diego, CA: Plural Publishing.

Logemann, J. (1998). *Evaluation and Treatment of Swallowing Disorders*. (2nd Ed.). Austin, TX: Pro-Ed.

Logemann, J. (1993). *Manual for the videofluorographic study of swallowing* (2nd Ed). Austin, TX: Pro-Ed.

Selected readings/journal articles to be determined.

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 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 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.

Appeals

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

Course Outline

Monday:
June 6, 2011

Introduction
A&P; Neurology
Normal Swallowing & Dysfunction
Oral Mechanism

Tuesday:
June 7, 2011

Phases of Swallow
Clinical Evaluation
Hands-on skills

Wednesday:
June 8, 2011

Instrumental Evaluation
Compensatory Strategies
Diets
Case Studies

Monday:
June 13, 2011

Trachs/Vents
Esophageal Issues
Etiologies
Goal setting, judgment and planning

Tuesday:
June 14, 2011

Intervention
Peds
Special workshop: 5-7pm – FEES/E-stim at Palomar

Wednesday:
June 15, 2011

Ethics; collaboration; decision making
Documentation; planning
Case studies

Schedule is subject to change