

## COMD 6140 Dysphagia

Tuesday, Thursday 8:15- 9:30am 3 semester credit hours

**PROFESSORS:** Lisa Milman, Ph.D.

Wed or Thurs 9:30-10:30 or by appointment

**OFFICE:** Communicative Disorders 108/105

**PHONE:** 797-1143/797-1302

**E-Mail:** Canvas link to instructors

**Dept. Web:** <http://www.comd.usu.edu>

### Dysphagia – Lifespan

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#### PREREQUISITES

COMD 6130 – Neural Bases of Communication and Motor Speech Disorders

#### COURSE DESCRIPTION

Dysphagia is a graduate level course on the diagnosis and management of dysphagia across the lifespan. As such, it is comprehensive and successful completion will enable the student to work with children and adults in medical, residential, or outpatient settings. The course will expose the student to both theoretical and clinical information on a beginning-intermediate level related to the evaluation and management of dysphagia. Direct, hands-on training for advanced level measurement of physiologic events during swallow will be provided in a full-day workshop. Successful course completion will prepare the graduate student for a mentored, entry-level, supervised position in dealing with pediatric and adult dysphagia.

Course lectures are supplemented with practical laboratory experiences using state of the art techniques and equipment to assess and manage dysphagia. Supplemental readings are taken from the current body of primary research literature and range from basic anatomy and physiology of the aerodigestive tract, to diagnostic methods, and specific management strategies for individuals with dysphagia across the lifespan. This course is designed to provide the clinician-in-training with the theoretical base to select appropriate tests, make a differential diagnosis, create a management plan, and evaluate treatment progress. It is not a “cookbook” approach to diagnosis and treatment – the goal of the course is to provide the student with analytical skills to evaluate ever-changing theory-based research that can be flexibly applied to dysphagia.

#### ASHA KNOWLEDGE AND SKILLS ACQUISITION (KASA)

##### COMPETENCIES/COURSE OBJECTIVES

**1. Standard III-B:** The student will demonstrate knowledge of basic **swallowing processes** and the nature of adult swallowing disorders and differences, including etiologies and characteristics of oral, pharyngeal, esophageal and related functions.

**2. Standard III-C:** The student will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and **swallowing disorders**, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: etiologies and characteristics of **swallowing** that include oral, pharyngeal, esophageal, and related functions, including oral function for feeding; and orofacial myofunction.

**3. Standard III-D:** The student will demonstrate skill in screening and prevention procedures, collection and integration of case history information, selection and administration of appropriate evaluation procedures and adaptation of evaluation procedures to meet the needs of clients with **swallowing** disorders. In addition, the student will be able to interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention, as well as complete reporting functions necessary to support evaluation.

The student will develop appropriate intervention plans with measurable and achievable goals that meet the clients’/patients’ needs, select or develop appropriate materials or instrumentation as appropriate to meet the needs of clients, and modify as necessary.

The student will identify needs of clients/patients with disorders of motor speech and **swallowing** and make recommendations for referral as appropriate.

**4. Standard III-F:** The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

**5. Standard III-G:** The applicant must demonstrate knowledge of contemporary professional issues.

**6. Standard III-H:** The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

The applicant must possess skill in oral and written communication sufficient for entry into professional practice.

**7. Standard IV-G:** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic coursework and examinations, independent projects, or other appropriate alternative methods):

**Evaluation** - conduct screening and prevention procedures, collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals; select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures; adapt evaluation procedures to meet client/patient needs; interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention; complete administrative and reporting functions necessary to support evaluation; and refer clients/patients for appropriate services.

**Intervention** - 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; implement intervention plans (involve clients/patients and relevant others in the intervention process); select or develop and use appropriate materials and instrumentation for prevention and intervention; measure and evaluate clients'/patients' performance and progress; modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients; complete administrative and reporting functions necessary to support intervention; identify and refer clients/patients for services as appropriate.

**Interaction and Personal Qualities** - communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others; collaborate with other professionals in case management; provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others; adhere to the ASHA Code of Ethics and behave professionally.

*Information applicable to all standards described above will be conveyed during class lectures, through reading assignments, and during a full-day lab session.*

*Acquisition will be demonstrated and assessed through class discussions, exam questions, and projects.*

### **Student Learning Objectives:**

Following successful completion of this course the student will be able to demonstrate the following competencies:

1. Identify normal and abnormal anatomy and physiology of the swallow mechanism across the lifespan. (Std. IIIB)
2. Describe etiologies and basic characteristics of pediatric and adult dysphagia. (Std. III-C, III-D)
3. Describe and demonstrate assessment techniques for pediatric and adult dysphagia. (Std. III-D)
4. Develop skills necessary to independently collect, interpret, and analyze assessment data to plan appropriate intervention for individuals with dysphagia across the lifespan. Incorporation of evidence-based practice approaches required. (Std. III-D, III-F, IV-G)
5. Discuss and explain how to evaluate patient progress and treatment efficacy for individuals with dysphagia. (Std. IV-B, Std IV-G)

6. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individuals with dysphagia. (Std. III-E, III-F, III-G, IV-G)
7. Discuss end of life decision-making with professionals and lay persons (Std. IV-G)
8. Understand requirements for specialty board certification in swallow, application to Special Interest Group 13 (Swallowing and Swallowing Disorders (Dysphagia), and current challenges for SLPs dealing with dysphagia. (Std. III-G, III-H)

**Please review these standards carefully and gauge your learning throughout the semester. The knowledge and skills described are core components for this class. If you are having difficulty establishing these competencies, please see me as early in the semester as possible. *It is your responsibility to seek extra help, if you need it.*** We encourage you to call either of our offices and setup an appointment to discuss questions you might have or clarify conceptual problems with any material.

Your career as a speech-language pathologist begins long before you graduate, complete your clinical fellowship year (CFY), or earn your certificate of clinical competence (CCC-SLP). It is a lifelong learning process that has already begun. As such, it is in your best interest to join the American Speech-Language Hearing Association (ASHA) now, as a student member, if you have not already done so. This reduced cost membership enables you to access important and timely professional and clinical information. (We will be using the website to find information on diverse topics from the current evidence base to specialty board recognition to clinical decision-making guidance. If you have not already done so, please join ASHA today.

#### **COMD (SLP DIVISION) POLICY**

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be judged competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided, if appropriate, with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as determined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA. The above competencies are viewed as essential skills this course is designed to address and will be graded through the scheduled exams and projects.

#### **REQUIRED TEXTBOOKS**

Corbin-Lewis, K., Liss, J., Sciortino, K. (2015). *Clinical Anatomy & Physiology of the Swallow Mechanism: Second Edition*. Cengage Learning.

Murry, J. (1999). *Manual of Dysphagia Assessment in Adults*. Singular Publishing Group, Inc., San Diego, CA.

The selection of these books has been made to combine reference material with practical clinical material that you will use in your professional life.

#### **RECOMMENDED TEXTBOOKS**

Arvedson, J. C., & Brodsky, L. (2002). *Pediatric Swallowing and Feeding Assessment and Management, Second Edition*. Singular Thomson Learning

Medical Dictionary - good examples include:

Dorland's Illustrated Medical Dictionary

Stedman's Medical Dictionary

Black's Medical Dictionary

Illustrated Stedman's Medical Dictionary

In addition, medical dictionaries are available as electronic apps.

### **COURSE FEE**

There is a \$25.00 course fee associated with this class. The fee is used, in part, to cover expenses associated with honorarium for guest speakers, consumables used during class, and updated digital programs and instructional materials.

### **TECHNOLOGY EXPECTATIONS**

Students in this class will be expected to download all handouts and extra assigned course readings from Canvas. You will also be required to upload projects to Canvas by the time and date specified. **ALL DOCUMENTS SUBMITTED MUST BE IN MICROSOFT “WORD”**. If you do not have “Word”, please convert your document file to Word using a USU lab computer prior to submission. Alternative formats will not be accepted.

### **EVALUATION**

Some basics for this graduate level course: Spelling counts. Your reputation does depend on your presentation – your spoken and written language represents your knowledge and skills to other people. You need to function in the professional world. Your written reports need to *communicate* your diagnosis and recommendations in a clear, concise, and complete manner. You will be graded on your ability to communicate in all modalities, in class and on assignments, at a professional level.

**All work is to be independent** (unless otherwise specified as a “group project”) and represent your individual best effort.

You are to use your A# as the filename when you upload an assignment electronically to Canvas as a Word document. Your name is not to appear on the assignment (this results in “blinding” during grading).

### **Exams – 65%**

There will be three, non-cumulative exams during the semester. While non-cumulative, it is anticipated that material learned early in the course (particularly dealing with anatomy, physiology, neuroanatomy and neurophysiology) will be incorporated into later material. The first exam, worth 20% of your final grade, will be administered in-class and will cover anatomy and physiology of the swallow mechanism in children and adults. The second exam, worth 20% of your final grade, covering assessment of dysphagia in children and adults, will be a take-home exam format. The third exam, worth 25% of your final grade, will be an oral exam held during finals week. 48 hours before your scheduled time, you will be provided with material simulating patients with dysphagia. Based on information from the referral, clinical case history, and instrumental/non-instrumental findings, you will come prepared to the final with a tentative diagnosis based on physiology, level of severity, management plan, and prognosis to discuss in professional terms. Be prepared to answer questions about the evidence base that does or does not exist for your choice of treatment method.

### **Projects/Assignments**

#### **ASHA Special Interest Division (SID) 13– Perspectives on Swallowing and Swallowing Disorders (Dysphagia) articles 10%**

SID 13 provides brief articles on current clinical issues/topics in its Perspectives publication quarterly. Students are required to read articles thoroughly and then answer questions following each article. You will find the readings on Canvas under the “Perspectives” link. You are to complete the questions and upload your response form to Canvas by the end of **Week 6, Friday by 11:55pm**.

#### **Research article critique 10%**

Being able to critically read primary research is a valuable and necessary skill for a speech-language pathologist in the professional world. You will need to upgrade your skills and stay current, in part, by carefully and critically reading your professional journals. Using the Reference Analysis Worksheet (RAW) and Quality Evidence Summary Table (QuEST) you were taught to use in Language Assessment and Intervention – School-Age (COMD 6020), your assignment will be to complete one article critique independently. You may choose a treatment article from any first or second-tier professional journal,

including (but not limited to), the Journal of Speech-Language-Hearing Research (JSHR), Dysphagia, medical journals including Otolaryngology, Archives of Otolaryngology--Head and Neck Surgery, Annals of Otolaryngology, Rhinology and Laryngology, Laryngoscope, Otolaryngology--Head and Neck Surgery, Neurology, and Archives of Physical Medicine and Rehabilitation. **You will need to email us your selected article title and journal for prior approval by the end of week 7 on Friday.** You will complete a Reference Analysis Worksheet and QuEST, using APA style guidelines, the style requirements for scholarly articles in our field. The assignment includes writing a one-page critique – *not just* completing the two forms. A “critique” is a thoughtful, critical assessment on the article. (Please see me if you have questions on this aspect of the assignment). The independent article critique assignment due date will be **Friday, the end of Week 11, by 11:55pm** uploaded to Canvas.

### **Group Project – 10%**

There are a number of contemporary issues that are constantly in evolution. A list will be provided to you on the first day of class. You may organize yourselves into groups of 5-6 people and pick a topic from the list. Your assignment is to explore the topic thoroughly and come up with a 2-page summary (Times New Roman 10 point font; single-spaced) for your fellow classmates. Think “cheat sheet” that would help you in clinical practice. This will be a “snapshot” of what information is currently available on your topic. Your group will have 15 minutes to present your information to the class using our available technology (think visual appeal as you would for presenting an in-service at your school, hospital, professional work place - PowerPoint or video clips). A grading rubric will be provided by the end of Week 2. Class presentations will be scheduled for the last week of class.

### **VFSS Physiology Measurement Workshop**

On Saturday, March 23<sup>rd</sup> we will have a full day workshop focused on the measurement of physiologic events during the swallow. We are incredibly fortunate to have Dr. Katherine Kendall from the University of Utah coming to Logan to conduct the workshop. Please mark your calendars and plan on a 8:30-5pm day.

### **Participation – 5%**

**Participation matters.** You need to share your insight and understanding with the class. You will *not* be able to earn an “A” (outstanding) grade without active participation in class. Developing your skill at explaining disorders, communicating diagnostic information, and providing verbal support to clients and other professionals is a vital professional skill. We expect you to take full advantage of this opportunity to learn everything you can about lifespan disorders of swallow and share that expertise with the class.

### **Grading Policies**

Assignments or projects not turned in on time or exams not taken will have **10% automatically deducted** from the total possible points for each late day, including weekends. Exam dates, once set by the professors based on class progress, will not be changed for an individual student for any reason other than university-approved excuses. You will not be graded on attendance, as such, however be assured that we are aware of who is in class and actively participating and who is not. Appropriate professional behavior demands that you arrive to class on time, you do not “multi-task” during class, and you do not leave early. If you must have a cell phone with you, please remember to set it on “vibrate” so as not to disturb the class.

Grading in this graduate level course is NOT done on a curve. Material presented in this class is essential to becoming a competent professional in the field of communicative disorders and, as such, is viewed as a needed knowledge base by each student. There is no grade inflation in this class. Know that the grading scale used has specific expectations for quality of performance or product.

The following university-approved grading scale will be used (our performance definitions):

93-100 = A	exceptional – little to no room for improvement
90-92 = A-	excellent – very minor omissions or errors
87-89 = B+	very good – all major points included/covered
83-86 = B	good
80-82 = B-	acceptable
77-79 = C+	below level required for minimal professional competence
73-76 = C	
70-72 = C-	
60-69 = D	
< 60 = F	

### READING ASSIGNMENTS

Reading assignments will be a combination of chapters from the required textbooks and seminal, primary research articles that will be available on the COMD 6840 Canvas site. We have also put additional, current research articles on Canvas that will not be discussed in class but that would enhance your understanding of the diagnosis and management of dysphagia. Please take advantage of this opportunity to access current evidence-base studies related to our course topics.

It is *critical* that you keep up with the reading so that you may be a vital participant in class discussions.

***Please come to lectures with reading assignment completed for that day.*** *If there is an associated PowerPoint lecture or reading on Canvas, have it downloaded and available for note-taking.*

Dates for individual topics and exams are tentative and may be altered based on class progress at the discretion of the professors.

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### Week 1 – DYSPHAGIA – CHARACTERISTICS

Duffy Textbook	Neuroanatomy/Neurophysiology Review
Chapter 4 (C-L)	Control of the Normal Swallow – Neural regulation

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### Week 2 - INTRODUCTION/ANATOMY & PHYSIOLOGY OF THE SWALLOW MECHANISM

Chapter 1, 2 (C-L)	Lifespan development: embryology/structures/physiology for swallow
Chapter 2 (Arvedson)	pediatrics
Chapter 2 (C-L)	Oral swallow component - lifespan
Chapter 2 (Arvedson)	

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### Week 3 - ANATOMY & PHYSIOLOGY OF THE SWALLOW MECHANISM

Chapter 1, 2 (C-L)	Oral & Pharyngeal Swallow Component
<a href="http://www.asha.org/Topics/Dysphagia/Assessment/">http://www.asha.org/Topics/Dysphagia/Assessment/</a>	
Chapter 3 (C-L)	Esophageal Swallow Component
Chapter 2 (Arvedson)	

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**Week 4 – CLINICAL DECISION-MAKING**

EXAM	ANATOMY & PHYSIOLOGY OF NORMAL SWALLOW
	Clinical Decision-Making Framework

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**Week 5 – DYSPHAGIA – ASSESSMENT – General Principles**

Chapter 5 (C-L)	Direct/Indirect Oropharyngeal & Esophageal Imaging
Chapter 1 (Murray)	Medical Record Review

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**Week 6 – DYSPHAGIA – ASSESSMENT – General Principles**

Chapter 2 (Murray)	Clinical Swallowing Examination
Chapter 5 (Murray)	Reporting Findings/Communication/Patient Education

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**Week 7 – DYSPHAGIA – ASSESSMENT - PEDIATRIC Monday schedule on Tuesday**

Chapter 7 (Arvedson)	Clinical Evaluation <a href="http://ncepmaps.org/TEST/Pediatric-Dysphagia-Assessment-Considerations.php">http://ncepmaps.org/TEST/Pediatric-Dysphagia-Assessment-Considerations.php</a>
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**Week 8 – DYSPHAGIA – ASSESSMENT – PEDIATRIC**

Chapter 8 (Arvedson)	Instrumental Evaluation
Peds readings TBA	Instrumental Evaluation

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**Week 9 – DYSPHAGIA - ASSESSMENT – ADULT**

Chapter 3 (Murry)	VFSS
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**(Thursday no class to make up for the 23<sup>rd</sup>)**

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**March Break**

**March Break**

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**Week 10 – DYSPHAGIA – ASSESSMENT  
ASSESSMENT UNIT TAKE-HOME EXAM GIVEN**

Reading TBA	Trachs & Vents
Chapter 4 (Murray)	FEES
Saturday, March 23 <sup>rd</sup> – 8:00am – 5:00pm ALL THINGS SWALLOW	

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**Week 11 – DYSPHAGIA – TREATMENT - PEDIATRIC**

Peds readings TBA	Treatment
Peds readings TBA	Treatment

**ASSESSMENT UNIT TAKE-HOME EXAM DUE**

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**Week 12 – DYSPHAGIA – TREATMENT - PEDIATRICS**

Peds readings TBA

Peds readings TBA

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**Week 13 – DYSPHAGIA – TREATMENT - ADULT**

Chapter 6 (C-L)                      Compensatory Strategies

Chapter 8 (C-L)                      Compensatory Strategies

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**Week 14 – DYSPHAGIA – TREATMENT**

Chapter 7 (C-L)                      Rehabilitative Strategies

Chapter 9 (C-L)                      Rehabilitative Strategies

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**Week 15 – DYSPHAGIA – TREATMENT**

Group Project Presentations

Group Project Presentations; Summary & Review

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**Students with Disabilities** The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

**Plagiarism** Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

**Grievance Process (Student Code)** Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

**Academic Integrity - "The Honor System"** Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

*The Honor Pledge:* To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

<sup>35</sup>/<sub>17</sub> Espouses academic integrity as an underlying and essential principle of the Utah State University community;

<sup>35</sup>/<sub>17</sub> Understands that each act of academic dishonesty devalues every degree that is awarded by this institution;  
and

<sup>35</sup>/<sub>17</sub> Is a welcomed and valued member of Utah State University.

**Withdrawal Policy and "I" Grade Policy** Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

### **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.