CSAD 227: Dysphagia & the Medical Setting-Fall 2017
Tuesdays & Thursdays 3:00-4:15 pm; Folsom Hall 1048

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COURSE OBJECTIVES:
1. Provide an overview of the role of the Speech-Language Pathologist in the hospital setting including learning how to read medical charts, basic insurance information, understanding other disciplines and how they affect the job of an SLP in the hospital (including guest lectures), and medical terms/abbreviations.
2. Introduce the normal process of swallowing, including anatomy, physiology and neurological processes.
3. Introduce the definition of dysphagia, including risk factors, screening, evaluation, diagnosis, and treatment.
4. Provide opportunities for observation and practical experience with the assessment and interpretation of clinical bedside swallowing evaluations and modified barium swallow studies.
5. Provide review of current research in assessment and treatment of dysphagia.
6. Introduce students to the clinical decision-making and ethical guidelines for evaluating, treating, and educating/counseling individuals and their families with dysphagia.

SPECIFIC STUDENT LEARNING OUTCOMES:
1. Students will demonstrate knowledge of medical terms/abbreviations.
2. Students will demonstrate knowledge of the multi-disciplinary team.
3. Students will demonstrate knowledge of normal swallowing anatomy and physiology.
4. Students will be able to identify risk factors for dysphagia.
5. Students will demonstrate knowledge of the evaluation and treatment processes of dysphagia.
6. Students will understand clinical decision-making and ethical guidelines for evaluating and treating dysphagia.

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Components Indicating Competence</th>
<th>Grades Received</th>
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<tbody>
<tr>
<td>1</td>
<td>Quiz 1; Midterm; Final Exam</td>
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<tr>
<td>2</td>
<td>Quiz 1; Midterm; Final Exam</td>
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<td>3</td>
<td>Quiz 2; Midterm; Final Exam</td>
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<td>4</td>
<td>Quiz 2; Midterm; Final Exam</td>
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<tr>
<td>5</td>
<td>Quiz 2; Midterm; Quiz 3; Final Exam</td>
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<tr>
<td>6</td>
<td>Quiz 3; Final Exam</td>
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COURSE MATERIALS:
Highly suggested text book (Apparently, this is available “for rent” at the book store):
Evaluation and Treatment of Swallowing Disorders, 2nd Edition
Jeri Logemann, 1998, Pro-Ed

COURSE REQUIREMENTS

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<tr>
<th></th>
<th>%</th>
<th>Points</th>
<th>%</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Quizzes (3)</td>
<td>14%</td>
<td>60 (20 each)</td>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>SIMS Lab</td>
<td>5%</td>
<td>10</td>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>Flow Chart</td>
<td>2%</td>
<td>20</td>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>MBS Report</td>
<td>12%</td>
<td>50</td>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>Paper on Disorders</td>
<td>9%</td>
<td>40</td>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>Midterm Exam</td>
<td>28%</td>
<td>120</td>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
<td>130</td>
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TOTAL 100% 430
DESCRIPTION OF COURSE REQUIREMENTS:
Quizzes: Quizzes will be short and may consist of labeling, multiple choice, T/F, & short answers.

SIM Lab: This is run by Dr. Darla Hagge. Half of the class is assigned to demonstrate, teach, and discuss a bedside swallowing evaluation to the nursing students. The other half will be observing and helping with the formal “debriefing session”. Those who are observing will be active participants during the spring semester. Your score will be based on participation as deemed appropriate by Dr. Darla Hagge.

Flow Chart or Table of “Cause-Effects” of Swallow: Each student will be required to turn in a chart describing the different phases of swallow, components of each phase, and the “cause-effect” of having a disorder. This will become clearer after one of the lectures.

Video Fluoroscopy Swallow Study (VFSS)/Modified Barium Swallow (MBS) Observation/Report: Each student will be required to visit one of the hospitals on the attached list and arrange to observe a VFSS/MBS evaluation. A report of the observation will be submitted for a maximum of 50 points. This report will be written in SOAP format. See the attached intake sheet for assistance to help make sure you get all the information needed. I would wait to formally write it up until we discuss “Report Writing” as to know the style I want and am looking for. Please see the attached form to be used as an intake. This will help you with making sure what information you need find out and include in your report/write-up.

Papers on Disorders: Each student will be assigned an associated disorder/clinical population and be required to write up a review. The review will include but is not limited to the following:

- Description and definition of the disorder/clinical population, including prevalence and etiology;
- Discussion of the effects of the disorder on swallowing function; specify phases or physiology most affected;
- Discussion of appropriate/effective treatment strategies and prognosis.

The written paper must be 2-3 pages, single-spaced. There must be at least 3 references from journals or other research sources other than the course textbooks.

Exams: All exams are cumulative. Exam dates are tentative except the final exam. All exams will be a combination of multiple choice, true/false, short answer, essay questions, video recording observation of studies, and/or writing a report.

GENERAL POLICIES:
Make-up Exams: I am not a fan of missed exams/quizzes. No make-up exams are ever given unless there is a documented medical situation, and you have written proof. This is solid!!!! You are responsible for contacting the instructor to schedule this make-up exam. If you fail to contact the professor to schedule the make-up exam, then you receive a “zero” on that exam. If there is another reason you feel you can’t take the final exam and I approve, you will automatically receive 25 points off the score. Missed quizzes are an automatic 0. Please sign the attached paper stating that you will not ask to take the examination at a different time than the rest of the class unless otherwise noted.

Late Assignments: No late papers/presentations are allowed given the tight course schedule. Reports and papers may be turned in early (as if…), but you may wish to hold onto your VFSS/MBS report until the class discussing report writing to understand the format of how I want VFSS/MBS reports written.

Attendance: Students are expected to attend class on a regular basis. If the student is absent for an extended period of time (2 weeks or more), the student should meet with the instructor to determine a reasonable course of action. Trust me, I know when you’ve missed a class.

Drop/Add: Students may drop and add classes according to University Policy. Students must fill our appropriate forms and meet University deadlines to drop or add classes.

Special Needs/Accommodations: Any student who does not understand or accept the contents and terms of this syllabus or has a disability or condition that compromises his/her ability to complete course requirements must notify the instructors in writing within one week of receiving this syllabus. Further, if a scheduled exam is in conflict with a mandated religious observance, please notify the instructor.
VFSS/MBS OBSERVATIONS

- Mercy Methodist Hospital
- Mercy San Juan Hospital
- Mercy General Hospital  Not participating this semester
- Sutter Memorial Hospital
- Sutter Roseville Hospital
- Kaiser Permanente Hospital (Sacramento)  Not participating this semester
- Kaiser Permanente Hospital (Vallejo)
- UCD Medical Center (ENT clinic)
- UCD Medical Center (Speech clinic)  Not participating this semester
- Marshall Hospital (Placerville)
- NorthBay Medical Center (Fairfield)
- Queen of the Valley Hospital (Napa)
- Woodland Hospital (Woodland)
- David Grant Medical Center (Travis Air Force Base)
- Mather VA Hospital

General Information:
- Select a hospital you would be interested in observing, contact the student point person, and sign up for an available time.
- See attached for the phone numbers and contacts at the hospitals.
- The point person will make all contacts with the facility throughout the semester. Ask them periodically when there is an observation available, because it is not necessarily his/her responsibility to find you when one is open.
- Please be professional for these observations. That means dressing appropriately (no jeans, shorts, open-toed shoes, sandals, etc…). Remember, these people are potentially your future employers!!
- **Remember…you cannot be in the radiology suite to observe if you are pregnant or think you may be pregnant. Some facilities have side rooms to observe though. Talk to me if this applies to you.**
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
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</table>
| Aug. 29 | *Introduction/Review of syllabus  
*Assigning paper topics & hospitals | Course Syllabus                                |
| Aug. 31 | *Definitions of Dysphagia  
*Techniques for Assessing Swallowing | Logemann: Ch. 1  
Logemann: Ch. 3                                |
| Sept. 5 | *Bedside Swallowing Evaluation                                      | Logemann: Ch. 5                               |
| Sept. 7 | *Simulation of bedside swallow evaluation (Group Activity)          |                                              |
| Sept. 12| *Anatomy & Physiology                                                | Logemann: Ch. 2                               |
| Sept. 14| *Anatomy & Physiology                                                | Logemann: Ch. 2                               |
| Sept. 19| **Quiz #1 (20 points)       
*Impaired Swallow Symptoms & Disorders                          | Logemann: Ch. 4                               |
| Sept. 21| *Impaired Swallow Symptoms & Disorders (2)                           |                                              |
| Sept. 26| *Role of the SLP in hospital/adult settings & The Dysphagia Team    | Logemann: Ch. 1 (pg.5)                        |
| Sept. 28| *Medical Terms & Abbreviations                                      | Flow Charts/Tables due on “cause & effects” (20 points) |
| Oct. 3  | **Quiz #2 (20 points)       
*MBS                                                    | Logemann: pg. 141-151                          |
| Oct. 5  | *MBS  
*Report Writing                                                 | SacCT handouts of sample reports               |
| Oct. 10 | *FEES                                                                 |                                              |
| Oct. 12 | *FEES                                                                 |                                              |
| Oct. 17 | **Midterm (Part 1)                                                 |                                              |
| Oct. 19 | **Midterm (Part 2)                                                 | (120 points)                                  |
| Oct. 24 | Clinical Decision Making & Management of Dysphagia                  | Logemann: Ch. 6, 11, 12, 13                   |
| Oct. 26 | Clinical Decision Making & Management of Dysphagia                  |                                              |
| Oct. 31 | Gastro-Esophageal Reflux (GER)                                      | Logemann: Ch. 3 pg 110-119                    |
| Nov. 2  | Gastro-Esophageal Reflux (GER)                                      |                                              |
| Nov. 7  | Tracheostomy & Speaking Valves                                      | Logemann: Ch. 5 pg 141-151                    |
| Nov. 9  | Dysphagia & CA Patients                                             | Logemann: Ch. 7, 8                            |
| Nov. 14 | **Quiz #3 (20 points)                                               |                                              |
| Nov. 16 | Pediatric OT on Seating, Positioning, & Feeding Issues              | Guest: Kathy Smith, OTR                       |
| Nov. 21 | Work on Disorder Papers                                             | Disorder Papers Due by 10:00pm via email (40 points) |
| Nov. 23 | **Thanksgiving!                                                      |                                              |
| Nov. 28 | Infant/Pediatric Swallowing Disorders                                | Logemann: Ch. 5 pg 138                        |
| Nov. 30 | Infant/Pediatric Swallowing Disorders                                | Guest: Kelly McMahon, SLP                      |
| Dec. 5  | **Review of MBS studies                                             | VFSS/MBS Observation Reports Due (50 points)   |
| Dec. 7  | *Catch-up/Review                                                    |                                              |
| Dec. 12 | **Finals?                                                            | (130 points)                                  |
When you go and observe the required studies for class, make sure you take this with you and get the following information which will help you write the report when the time comes:

1. Age:

2. Level of care (Independent, SNF, ICF, Acute hospital):

3. Medical history:

4. Complaint (includes pt. complaint, MD concerns, family reports):

5. What he/she is being referred for:

6. Those present in the Radiology room:

7. Views (lateral and/or A/P?):

8. Consistencies presented:

9. Any difficulties with seating/positioning:

10. Findings (ask the therapist afterwards!!!) Make sure you get oral preparatory phase, oral transit phase, pharyngeal phase, and esophageal phase information if applicable. Don’t forget to think about “cause-effect”.

11. Recommendations (include diet, swallow tx?, strategies, exercises)

*If you think of something that the therapist didn’t that you might have included or found, go ahead and add it to your report (just be clear what was recommended by the SLP and what was your recommendations).
Agreement for Test/Quiz Dates

I ______________________________________ agree to not ask Scott Jackson (instructor for CSAD 227) to take any of the exams or quizzes on any other date than what is listed on the syllabus (or what is determined by the class if the schedule is off).

Signature: ______________________________________

Date: ______________________________________
This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

**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: 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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), 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: social aspects of communication (e.g., behavioral and social skills affecting communication), 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 swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

**Standard IV-E, IV-G, IV-H: Contemporary Professional Issues**
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

**Standard IV-F: Research**
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

**Standard V-A: Oral and Written Communication**
- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

**Standard IV-B: Basic Human Communication 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: 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 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 3a.** Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

**Standard V-B 3b.** Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

**Standard V-B 3c.** Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

- The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

**Standard V-B 3d.** Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.