

Andrews University

Fall 2018
SPPA-613 Dysphagia

Course Description

This course will include the exploration of the speech-language pathologist's role in assessment, diagnosis and treatment of various swallowing disorders in children and adults. It will also include discussion of ethical and cultural issues, analysis of current literature, and clinical application.

Course Credit

3.0

Location

Bell Hall 118

Schedule

Wednesday 1:30-4:30 pm August 27- October 31

Fridays 9:30-11:30 am Lab/Guest Speakers (Specific dates are scheduled)

Instructor

Tammy Shilling, M.A. CCC-SLP

Associate Clinical Professor

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Required Materials

Murray, T., Carrau, R., and Chan, K. (2018) *Clinical Management of Swallowing Disorders 4th Ed.*
San Diego, CA: Plural Publishing. ISBN:

Recommended Text:

Swigert, Nancy B. (2007) *The Source for Dysphagia (3rd Ed.)*.
East Moline, IL: LinguiSystems. ISBN: 978-0-7606-0764-0

Andrews University Masters of Science SLP Program Goals

- Prepare students for the Professional workforce
- Synthesize and interpret comprehensive knowledge of communication sciences and disorders
- Effectively integrate knowledge to formulate sound clinical judgments

Course Objectives

This course is designed to provide a comprehensive study of swallowing disorders in adults. By the end of the course, you will be able to:

- Interpret the anatomy and physiology of normal and abnormal swallowing in the adult population.
- Integrate etiologies and characteristics of specific swallowing impairments, including developmental and lifespan changes.
- Compare assessment procedures for appraisal and diagnosis of swallowing disorders.
- Develop intervention goals that include therapy procedures and prevention strategies for different swallowing impairments.
- Evaluate the efficacy of dysphagia treatment through evidence-based research.
- Evaluate and Debate ethical, cultural, and quality of life issues associated with dysphagia management decisions.

Upon completion of this course, the student will have met partial fulfillment of the following requirements for certification in speech-language pathology:

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)

Standard IV-D: For each of the areas specified in Standard VI-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F: The applicant demonstrates knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B: The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

Assessment

- Collect Case history information and integrate information
- Select and administer appropriate evaluation 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
- Refer clients for appropriate services

Intervention

- Develop setting-appropriate intervention plans with measureable and achievable goals that meet clients'/patients' needs.
- Collaborate with other professionals in case management
- 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

Course Requirements

SPPA 613 is a 3.0 credit hour course. For every credit hour awarded, a four-hour commitment per week for reading and preparation and review of content is the minimum expected (e.g., 3.0 credit course requires a minimum commitment of 12 hours per week). For a three-hour course there is a total of 45 hours of direct instruction time and; a total of 180 hours of out of class time (e.g. assignments, assessments, papers/reports, discussions and presentations) with a total of 225 hours of instruction time for this course.

Written Work: All assignments must be submitted following APA guidelines. APA style requires a specified title page, 11 or 12 point font, double spaced, one inch margins all around, and appropriate headers, and page number. Each written document must follow APA 6th edition style and Andrews University.

Technology Requirements: Each student is required to have access to and a working knowledge of technology such as PC or MAC. Each student is also required to have working knowledge and understanding of Andrews University online learning management system – learning hub.

Exams: There will be a Midterm and a Final Exam given, each worth 100 points. Exams are multiple choice and similar to Praxis II-type questions. **Standards IV-B, IV-C, IV-D, IV-E, IV-G, V-A, V-B**

Reading: Reading assigned sections of the text is instrumental to learning and understanding. The textbooks are important. Additional material may be assigned for further study of a particular area/topic. Access to the *Dysphagia Journal* is required for this course through the James E White Library at Andrews University campus. **Standards IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, V-B**

Human Simulation Project: This project will encompass the whole class. As assigned, students will review a patient profile and create an evaluation, results, and a treatment plan. Students will create a written script based on the results and identify the roles of professionals within the interdisciplinary team. Students will include a description of the collaboration for communication of the evaluation results and treatment plan with the patient, family and identified professionals on the interdisciplinary team. Specific skills will be assessed in terms of communication, professionalism, knowledge of results, and ability to manage conflict. **Standards IV-B, IV-C, IV-D, IV-E, IV-G, V-A, V-B**

Research Article Reviews and Online Discussions: Students will engage in online discussions of topics of the instructors choosing. Students will engage in specific reading assignments such as chosen articles, case studies or issues of contemporary professional practice. Each student will respond to the questions and then respond to at least 2 classmate responses. There will be a total of 6 such discussion sessions. Students will need to have working knowledge of the university's online learning management system – learning hub. **Standards IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, V-B**

Professional Issues: This assignment will be in the form of an oral debate. Groups of Students will be given a contemporary ethical/professional issue in the area of swallowing and will be given their pro/con status. The groups will prepare a position paper supported by at least 2 sources (from a Speech Language Pathology professional journal) that supports their position on the issue. For Example: One issue is the allowance of thin liquids to all patients even those who aspirate. Support your position. Each student will have a different professional issue to address. **Standards IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A**

Interactive Notebooks: During this course, interactive notebooks will be used during class as well as outside of class time for various tasks and assignments. This learning tool is being utilized in order to allow students to become actively engaged in the learning process by critically reflecting content and synthesizing new information. A composition notebook is provided for this as well as markers and colored pencils. **Standards IV-B, IV-C, IV-D, IV-E, IV-G, V-A, V-B**

Instrumentation Lab: All students will be enrolled in the Modified Barium Swallow Impairment Profile self-study Course. This online, self-study training program will teach you to identify and assess 17 critical components of the swallowing mechanism in adults. Learners will be taught to apply successfully the MBS-ImP scoring scheme for each of these 17 components to objectively identify and quantify swallow impairment. Student account access does not expire and thus account access is retained beyond the conclusion of this dysphagia course. In order to receive 100 points, you must pass the final competency exam with 70%. You may repeat any section as many times as needed.

Standards IV-B, IV-C, IV-D

Resources:

<https://patienteducation.osumc.edu/Documents/Tongue-Base-Exer.pdf>

<https://www.therapidia.com/>

<http://swallowingdisorderfoundation.com/free-swallow-exercises-pdf/>

https://www.mobiledysphagiadiagnostics.com/wp-content/uploads/Compensatory_Strategy_Review.01.pdf

IDDSI: <http://iddsi.org/framework/>

Dysphagia therapy app Tactus Therapy

Course Outline

- Nature of the Swallowing Disorders
 - Signs and symptoms
- Normal Swallowing in Adults
 - Normal Anatomy and Physiology of the oral, esophageal and pharyngeal Structures and phases of swallow
 - Compromised anatomical structures that may or may not affect swallowing
- Normal Swallowing and Development in the Term and Preterm Infant
- Disorders in Infants and Children that affect feeding and nutrition
- Adult Neurologic Disorders that affect swallowing musculature
- Head and Neck Cancer
- Esophageal Disorders
- Respiratory and Iatrogenic Disorders
- Clinical Evaluation of Adults
 - Including screenings
 - Evaluation of aspiration
 - Various Water Protocols
- The Instrumental Evaluation and aspiration
- Special Considerations in Evaluating Infants and Children
- Planning Treatment and establishing functional goals
- Evidence-based treatment methods
- Treatment for Infants and Children

- Treatment for Adults
- Ethical Considerations and professional issues that confront the management of those with swallowing impairment
- Understanding the videofluoroscopy swallowing study (VFSS)
- Understanding the Flexible Endoscopic Evaluation of Swallowing (FEES)
- Treatment options that include alterations of the food textures and liquid consistencies
- When to recommend alternative feeding
- Counseling with patients and families regarding food limitations
- Using the least invasive methods of treatment
- Safety precautions when working with the swallowing impaired
- End of life issues with the management of those with dysphagia

Final Exam Schedule

October 31, 2018

Attendance Policy

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Class Absences: Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Disability Accommodation

If you qualify for accommodation under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu (or 269-471-6096) as soon as possible so that accommodations can be arranged..

Professionalism

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell phones should be turned off before entering the classroom.
- Picture-taking during class is not allowed.
- Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.
- Late Assignments are unacceptable unless prearranged with instructor.
- Eating in class: Please do not bring food or beverages to class. Water is permitted.
- Presentation is important. Your attention to detail, demeanor, timeliness, and attire factor into how you are perceived as a professional.

- Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.
 - You will be responsible for reading the text and all supplemental material assigned and/or handed out during the semester.
 - You will be expected to attend all class sessions and to participate fully in class discussions/activities.
- Academic Dishonesty Policy: University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participant's true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of god in true righteousness and holiness" (Eph. 4:23-24, NRSV). As scholars and as Christ servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University's faculty and students pledge to learn and grow together, committing to the following Standards and affirming honesty as a core component of an Andrews University education.
- Changes: At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Grading Summary and Scale

Grading summary:

Exams 200 points

Grading Scale:

A 94-100%

Online Discussion	120 points	A-	90-93.99%
Instrumentation Lab	100 points	B+	86-89.99%
Human Simulation Project	100 points	B	83-86.99%
Professional Issues Debate	80 points	B-	80-82.99%
		C+	77-79.99%
		C	73-76.99%
		C-	70-72.99%
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Total	600 points	D	60-69.99%
		F	Below 60%

TENTATIVE SCHEDULE

August	29	Ch. 1	Review Syllabus
September	5	Ch. 2	Anatomy quiz
	12	Ch. 5	Online Discussion Due
	14	Ch. 9- Pediatric evaluations	Guest Speaker- Michelle Khargie, SLP
	19	Ch. 6	FEES Demonstration Online Discussion Due
	26	Ch. 3 & 4	Online Discussion Due
	28	Guest Speaker- Head & Neck CA	Guest Speaker- Carol Kriel, SLP- Lakeland Health Care
October	3	Ch. 3 & 4/ Midterm	
	10	Ch. 7 & 11	Maneuvers, Exercises, Head positions, IOPI, Guardian, EMST, RMST, IMST, LSVT Online Discussion Due
	17	Ch. 8 Diets/Human Simulation Project/Carol	Guest Speaker- Carol Burtnak, RD Make a meal Online Discussion Due
	19	Ch. 9 & 10- Pediatric evaluation and treatment process	Guest Speaker- Lisa Sutton: Pediatric Feeding Disorders Treatment
	24	Case Studies/Treatment Plans	Online Discussion Due
	31	Ethics Debate	
		Final Exam	

Lab: Fridays 9:30-11:30 a.m. These will include guest speakers and dedicated time for MBS Imp completion.