Course Information:  Tuesday and Thursday, 5:15-6:35pm; Communications Building 1007

Instructor Information:  Salim S. Al-Ani, Ph.D.  
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  Office Hours: By Appointment

Course Description:  This course was designed to provide students with basic competency in the area of diagnosis and management of swallowing impairment (dysphagia). While the course will focus on dysphagia, an understanding of normal function is paramount to understand the underlying issues having to do with age, anatomy, physiology, and neurological substrates of swallowing. Students will learn current methods of assessment, interpretation of evaluation of findings, and how to select treatment based on those findings. The importance of evidence based practice treatment, or selection of treatment based on theoretical principles will be an emphasis throughout the course.

Course Objectives:
At the conclusion of this course, students will have fulfilled the following requirements from the ASHA Standard 3.0B:

1. Students will acquire and demonstrate knowledge of basic human communication and swallowing processes and the nature of swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
2. Students will acquire and demonstrate knowledge in the principles and methods of prevention, assessment, and intervention for people with swallowing disorders.
3. Students will acquire and demonstrate knowledge of ethical conduct related to dysphagia practice.
4. Students will acquire and demonstrate knowledge of processes used in swallowing research and the integration of research principles into evidence-based clinical practice.
5. Students will acquire and demonstrate knowledge of contemporary professional issues and advocacy related to swallowing.
6. Students will acquire and demonstrate knowledge of certification, specialty recognition, licensing and other relevant credentials related to dysphagia practice.
7. Students will acquire and demonstrate skills in oral and written forms of communication, interactions and personal qualities, including counseling, collaboration, ethical practice, and professional behavior.
In summary, students will develop:

1. critical thinking skills.
2. professional behavior.
3. oral communication skills.
4. written communication skills.

**Required Resources**


**Evaluation Procedures**

Students must earn a minimum grade of B (80%) for each individually graded activity to pass the course.

1. **Readings.** Readings are assigned for most class sessions. Readings are an essential way to achieve the course requirements; i.e., reading informs your language use, ability to read and write critically, analyze information, etc. Readings will be completed in preparation for the class for which they are assigned. Most text chapters contain study questions. Answering the questions will help you pass this course, as study questions guide your knowledge acquisition, and may appear on the exams.

The workbook is a helpful tool for review and clarification of the text readings. Again, completing the questions will help you prepare for exams.

Please expect that not all material covered in the readings will necessarily be covered in class discussion. If you have a particular question or interest, please make that known.

2. **Oral Reporting Skills.** Development of oral reporting skills is essential to professional practice. Expression of your thoughts, ideas and analyses also contributes to the knowledge of your peers and enhances the learning process. It is required that each student will orally report on thought papers, and demonstrate an increase in use of professional language and comportment.

3. **Critical Writing.** SLPs must be able to write well in order to represent service delivery. Written documentation is typically the sole evidence of efficacious treatment. One way in which students will demonstrate writing skills is in the form of thought papers.
Thought papers (50 points each) are original to the individual student. No references are required; however, if references are used, quotations should be used sparingly. Please do not abstract the references or write a research thesis – rather, focus on how the reference informed your thoughts. The length of the paper should accommodate substantial breadth and depth of reflection on the topics. Generally, papers should be about 5 double-spaced pages.

The following topic questions are to be used as a guide; you may expand on your thoughts as you wish (but don’t get off topic!):

Thought Paper 1 – Express your thoughts regarding your role as a medical SLP. You do not have to know or write about facts; write what you think working in the medical setting is like. Discuss why you are or are not drawn to this field of practice. No references necessary.

Thought Paper 2 – Express your thoughts regarding the treatment of swallowing disorders in a medical setting. What are the pros, cons, particular challenges or benefits to having dysphagia services offered in a medical setting? Please do not abstract the articles; reflect on what you think about the issues around service delivery in the schools.

Thought Paper 3 – Express your thoughts regarding the ethics of enteral feedings. Consider your role as an SLP in pt./caregiver education and decision-making about whether or not to consider enteral feedings. Consider the same issues relevant to you as a patient. How will you decide for others; how would you want others to decide for you? References optional – on your own.

Thought Paper 4 – Reread and reflect on your first thought paper. What do you think about what you wrote at the beginning of the semester, and how have your thoughts changed as a result of what you have learned in this class about working in the medical setting?

4. Exams. Exams are structured so as to facilitate clinical application of theory and knowledge. Number and types of questions on the exams will vary. All topics, (including readings, notes, handouts, guest speaker presentations, etc.), are subject to inclusion on the exams, which are hierarchical in nature. This means that the topics scaffold as they progress – one building upon the previous, and the current creating a foundation of knowledge for comprehension of the next topic. Consequently, material learned for one exam is necessarily applied to the topics covered on subsequent exams.

Grading Procedures.

Exams: There will be four Exams given in this course. The lowest Exam grade will be dropped.
Thought Papers:
Remediation activities will apply only to the “Thought Papers” and will be offered to raise the revised grade to no higher than a B (80).
This means that a student who earns lower than a B on a Thought Paper, and successfully completes a remediation activity, will be able to raise that grade to only as high as a B (80).
This policy is in consideration of students who perform at higher levels without additional support. Students who intend to complete a remediation activity should consult with the instructor as soon as the grade is received. Remediation activities will be completed within two class dates of when the original grade was earned. Consequently, consultations regarding remediation activities need to take place immediately following receipt of grade. For example, a student who receives a grade on their Thought Paper on a given on Tuesday will have until two Tuesdays following to submit a completed remediation activity. Remediation activities not completed within the two week period will receive a 0 points.

Students will design the remediation activity in consultation with the instructor, who holds final approval over the activity. It is in the student’s best interest to act promptly to insure adequate time to develop a remediation idea, present it to the instructor for review, receive feedback and approval, and complete the activity. No extensions beyond the two week timeframe will be offered. This policy is in effect so that students may remain current with a curriculum that is hierarchical in nature.

Students will not be given a grade of INC for failing grades under remediation. An grade of INC is intended solely for students who are in good standing, but who are unable to complete the course, due to a verifiable extenuating circumstance that interrupts class participation. Remediation does not qualify the student for a grade of INC; consequently, to avoid failing the course, all remediation activities need to be completed prior to the final exam date. This will allow adequate time for submission and grading of the remediation activity.

Specific Remediation Activity Guidelines:

Thought papers: Students who earn lower than a grade of B on any Thought Paper will be given the opportunity to re-write it for a revised grade. Multiple revisions will be permitted, and will be considered when determining the final grade. Students must first consult with the instructor prior to submitting rewrites of thought papers or abstracts.

Point Equivalencies
Grades will be earned as follows:

| Thought Paper 1 | 50 points |
| Thought Paper 2 | 50 points |
| Thought Paper 3 | 50 points |
| Thought Paper 4 | 50 points |
| Exam 1:         | 100 points|
| Exam 2:         | 100 points|
| Exam 3:         | 100 points|
| Exam 4:         | 100 points|
Total Points: 500 points (lowest Exam grade dropped)

Letter grade equivalencies are as follows:
- 100-90  A
- 89-80  B
- 79-70  C
- 69-60  D
- 59>  F

Disability Support Services
If academic adjustments or accommodations are required by a student with an impairment/disability, please contact the Disability Support Service office in Woody Hall B-150 or at 453-5738. Following the verification of status, please provide the instructor with documentation that clarifies the recommended accommodations.

The Writing Center
The SIUC Writing Center provides assistance to students who require additional support with writing skills. Students may take the initiative to utilize these services, and/or may be referred by the instructor. Under either circumstance, the student is encouraged to have written documentation of tutoring sessions forwarded to the instructor. Please see their website at write.siu.edu.

Schedule of Topics and Course Activities
Subject to change

Study tip: Each week, complete text readings first, followed by workbook exercises. Then read other assigned materials. Keep pace with the schedule of topics so as not to fall behind in the progression of knowledge acquisition.

Introductory Information

Jan. 19 and 21/Week 1 – Introductions
Introductions of each other/interests
Introduction to Course & Materials
The Role of the SLP in Dysphagia

Jan. 26 and 28/Week 2 – Introduction to Swallowing Disorders; Anatomy & Physiology of Mastication & Deglutition

Read:
Text: Ch. I
WB: Ch. I (not student project on p. 8)
S&H: Ch. 1

Thought Paper 1 due

Feb. 2 and 4/Week 3 – Physiology of Deglutition & Mastication (Phases of Swallowing)

Read:
Text: Ch. II
WB: Ch. II
S&H: Ch. 2


Feb. 9 and 11/Week 4 – NO CLASS – ISHA—this is not certain yet. I might be here.

Etiologies of Disordered Swallowing | Conditions; Diseases; Surgical; Trachs

Feb. 16 and 18/Week 5 – The Abnormal Swallow

 Exam 1: Covers chapters I and II and other assigned readings and PowerPoint lectures.

Read:
Feb. 23 and 25/Week 6 – Swallowing Disorders Arising from Surgical Treatments
Review Exam I
Demonstration of tracheostomy tubes & speaking valves

Read:
Text: Ch. IV
WB: Ch. IV
S&H: Ch. 4 & 5

EVALUATION OF DYSPHAGIA (Bedside Swallow Eval; Instrumental Eval)

March 1 and 3/Week 7 – Dysphagia Screening
Guest Speakers: Tracy Dalton, M.S., CCC-SLP & Mike Murphy, M.S., CCC-SLP
Ali Holford, B.S. & Laura Peterson, B.S., Interns

Read:
Text: Ch. V, p. 69-78
Time permitting: Discuss Thought Papers

Thought Paper 2 due – Students may reference citations provided

March 8 and 10/Week 8 – Instrumental Evaluation of Dysphagia
Guest Speaker: Sally Boyer, M.S., CCC-SLP; Union County Hospital

Read:
Text: Ch. V, p. 79-9
WB: Ch. V

❖ Exam 2: Covers Chapters III, IV, and V as well as other assigned readings and PowerPoint lectures.

March 15 and 17 – NO CLASS/SPRING BREAK

TREATMENT OF DYSPHAGIA (Non-Surgical; Prosthetic; Surgical; Nutrition; Posture for Feeding)
March 22 and 24/Week 9 – Non-Surgical Treatment of Swallowing Disorders (Part I)
Review Exam II

Read:
Text: Ch. VI p.99-111 (Oral Motor Exercises, Shaker Exercise, Thermal Tactile Oral Stimulation, Expiratory Muscle Strength Training, Neuromuscular Electrical Stimulation)
WB: Ch. VI
S&H: Ch. 7 & Appendix B

March 31 and April 5/Week 10 -- Non-Surgical Treatment of Swallowing Disorders (Part II)
Guest Speaker: Johnna Devin, M.S., CCC-SLP

Read:
Text Ch. VI, p. 111-120 (Swallowing Maneuvers, Swallowing Postures, Swallowing Therapy & Aspiration)
WB Ch. VI
S&H: Ch. 8

Thought Paper 3 due

April 7 and 12/Week 11– Prosthetic Management of Swallowing Disorders and Surgical Treatment of Swallowing

Read:
Text: Ch. VII & VIII
WB: Ch. VII & VIII
S&H: Ch. 9

Exam 3: Covers Chapters VI, VII, and VIII as well as other assigned readings and PowerPoint lectures.

April 14 and 19/Week 12 – Nutrition & Diets and Treatment in Skilled Nursing Facilities
Guest Speaker: Allison Ewald, M.S., CCC-SLP, Rachael Gower, M.S., CF-SLP
Deb Endres, R.D.

Text: Ch. X
Wb: Ch. X (not student projects on p. 77 & 78)
S&H: Ch. 8 & 9
**Additional Topics**

**April 21 and 26/Week 13 – Trunk Control & Posture for Feeding and Adaptive Equipment**  
Guest Speaker: Brianne Krelo, OTR

**April 28 and May 3/Week 14 – Patients with Voice and Swallowing Disorders**

Read:
Text: Ch. XI  
WB: Ch. XI

**May 5/Week 15**

- Exam 4: Covers Chapters IX, X and XI as well as other assigned readings and PowerPoint lectures.

*Thought Paper 4 due*

**May 9-15: Final Exam**

*Please be responsible for your own learning. If you choose to miss class, you are responsible for collaborating with a classmate to learn the missed content and obtain any materials distributed in class.*
SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or stucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http : //www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring: http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/ep/home/displayLogin

ADVICEMENT: http://advicement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/