

**CDS 485: Special Topics in Communication Disorders & Sciences:  
Medical Speech-Language Pathology  
Syllabus – Spring 2017**

**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: Tuesday: 2:00 to 5:00 and Thursday: 2:00 to 5:00 and 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.
8. Self-evaluation of effectiveness of practice.

## **Required Resources**

Murry, T., & Carrau, R.L. (2012). *Clinical management of swallowing disorders* (3rd ed.). San Diego, CA: Plural Publishing.

Sayadi, R., & Herskowitz, J. (2010). *Swallow safely: How swallowing problems threaten the elderly and others*. Natick, MA: Inside/Outside Press.

## **Evaluation Procedures**

**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.

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. 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* (25 points each) are original to the individual student. Please adhere closely to APA style in writing your papers, including but not limited to a title page, subheadings, page numbers, Times New Roman 12 point font and any references cited in text and the reference page. Quotations should be used sparingly; paraphrasing should be used for the most part with proper citations. The length of the paper should accommodate substantial breadth and depth of reflection on the topics. **Papers should be at least five (5) double-spaced pages exclusive of the title page.**

*Thought Paper 1* – What questions should you ask a patient who presents with dysphagia? List the questions and elaborate on them. How would you then proceed to assess the severity of dysphagia? For example, in consideration of a bedside swallowing evaluation what steps might you usually employ with this form of evaluation? (Be specific as possible detailing step-by-step procedures). In considering instrumental tools (FEES, VFSS, Cervical Auscultation, Pharyngeal Manometry etc...) how would these tools provide a more objective and, quantifiable measure of swallowing function.

*Thought Paper 2* – How would you design and implement a rehabilitation plan for somebody with dysphagia?

*Thought Paper 3* – What recommendations might you recommend for somebody with dysphagia? Consider, for example, somebody with a mild form of dysphagia and somebody with a more pronounced or severe form of dysphagia. Some things

that you might consider would be different types of diet and safe swallow strategies etc...

Thought Paper 5—Individuals with dysphagia often experience aspiration pneumonia, drooling, problems in bolus preparation and transport, delayed swallowing reflex, and residual materials in the pharynx—how might you address and provide adequate intervention and care for each of the above mentioned itemized issues?

**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.

### **Grading Procedures.**

#### **Point Equivalencies**

Grades will be earned as follows:

Thought Paper 1	25 points
Thought Paper 2	25 points
Thought Paper 3	25 points
Thought Paper 4	25 points
Exam 1:	100 points
Exam 2:	100 points
Exam 3:	100 points
<b>Total Points:</b>	<b>400 points</b>

Letter grade equivalencies are as follows:

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

#### **Important Notes:**

1. The instructor expects students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Catalog. Students may wish to review specifically the information in the Catalog on human subjects and the Student Conduct Code (especially regarding Acts of Academic Dishonesty).
2. 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.
3. The instructor reserves the right to change or modify course when deemed appropriate and/or necessary. If changes are substantial the students will be provided with updates.

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4. There will be “zero-tolerance” for plagiarism in this class. Plagiarism, here, is defined as representing another’s work as one’s own, including any instance of sharing or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another’s work (either word-for-word, or paraphrase by word substitution or order modification); or using another’s written or spoken theories, hypotheses, ideas, opinion or statistics when they are not “common knowledge”; or using another’s tables or graphics. In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the “first or latest” offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student’s file.
  5. Emergency Procedures:
    - a. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus , available on BERT’s website at [www.siu.edu/emergency/bert.html](http://www.siu.edu/emergency/bert.html), Department of Public Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu), and in the Emergency Response Guidelines 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.

### **The Writing Center**

The SIUC Writing Center provides assistance to students who require additional support with writing skills. Students make 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](http://write.siu.edu).

### **Schedule of Topics and Course Activities**

*Subject to change*

#### **Introductory Information**

##### **Jan. 17 and 19/Week 1 – Introductions**

Introductions of your interests in this area  
Introduction to Course & Materials  
The Role of the SLP in Dysphagia

American Speech-Language-Hearing Association. (2002). *Knowledge and skills needed by speech-language pathologists providing services to individuals with swallowing and/or feeding disorders* [Knowledge and Skills]. <http://www.asha.org/policy/KS2002-00079/>

### **The Normal Swallow (Anatomy & Physiology; Nerve Innervation; Phases**

#### **Jan. 24 and 28/Week 2 – Introduction to Swallowing Disorders; Anatomy & Physiology of Mastication & Deglutition**

Read:

Text: Ch. 1

S&H: Ch. 1

***Thought Paper 1 due at the end of this week***

#### **Jan. 31 and Feb. 2/Week 3 – Physiology of Deglutition & Mastication (Phases of Swallowing)**

Read:

Text: Ch. II

S&H: Ch. 2

Martin-Harris, B., Brodsky, M., Michel, Y., Lee, F.S., & Walters, B. (2007). *Delayed initiation of the pharyngeal swallow: Normal Variability in adult swallows*. *Journal of Speech, Language and Hearing Research*, 50; 585-594.

Logemann, J.A., Pauloski, R.A., Rademaker, A.W., & Kahrilas, P.J. (2002). *Oropharyngeal swallow in younger and older women: Videofluoroscopic analysis*. *Journal of Speech, Language, and Hearing Research*, 45; 434-445.

#### **Feb. 7 and 9/Week 4—Exam Prep and Study Guide**

Review and prep for Exam 1 on Tuesday, Feb. 9<sup>th</sup>

***No class on Feb. 9—Off to ISHA.***

### **Etiologies of Disordered Swallowing (Conditions; Diseases; Surgical; Trachs**

#### **Feb. 14 and 16/Week 5 – The Abnormal Swallow**

***Exam 1 on Feb. 16<sup>th</sup>***

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

Feb. 18<sup>th</sup>. Review Exam 1

| Read:

Text: Ch. III

S&H: Ch. 3, 6 & Appendix C

### **Feb. 21 and 23/Week 6 – Swallowing Disorders Arising from Surgical Treatments**

Read:

Text: Ch. IV

S&H: Ch. 4 & 5

### **EVALUATION OF DYSPHAGIA (Bedside Swallow Eval; Instrumental Eval)**

### **Feb. 28 and March 2/Week 7 – Dysphagia Screening**

Read:

Text: Ch. V, p. 69-78

Time permitting: Discuss Thought Papers

*Thought Paper 2 due at the end of this week*

### **March 7 and 9/Week 8 – Exam Review Prep and Exam 2**

Exam Prep guide and review, March 8<sup>th</sup>

**Exam 2 on March 10<sup>th</sup>**

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 14 and 16 – NO CLASS/SPRING BREAK**

### **TREATMENT OF DYSPHAGIA (Non-Surgical; Prosthetic; Surgical; Nutrition; Posture for Feeding)**

### **March 21 and 23/Week 9 – Instrumental Evaluation of Dysphagia**

Guest Speaker: Sally Boyer-Myers, M.S., CCC-SLP

Guest Speakers: Mike Murphy, M.S., CCC-SLP, Rebecca Compton, CCC-SLP, Two interns, and a guest speaker with a history of chronic dysphagia secondary to pharyngeal cancer with late term radiation effects. *Bedside Swallowing Evaluation, MBS analysis, and Oral Mechanism Exam* (March 24)

Read:

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

### **March 28 and 30/Week 10 – Trunk Control and Vital Stem**

Guest Speaker: Brianna Krelo, OTR: *Adaptive and Positioning Tools for Independent Feeding*

Guest Speaker: Johnna Devin, M.S., CCC-SLP: *Functional Dysphagia treatment*

Read:

Text Ch. VI, p. 111-120 (Swallowing Maneuvers, Swallowing Postures, Swallowing Therapy & Aspiration)

S&H: Ch. 8

### **April 4 and 6/Week 11– Prosthetic Management of Swallowing Disorders and Surgical Treatment of Swallowing**

Guest Speaker: Clint Johnson, M.A., CCC-SLP, CHSE, Vice President of SimuCase Education. Will present on how computer-based simulations can help improve students' abilities to identify relevant information in a case history, ask reflective well-formulated questions, create sound clinical hypotheses, choose appropriate formal and informal assessment measures, interpret assessment results, and make appropriate diagnoses and recommendations.

Read:

Text: Ch. VII & VIII

S&H: Ch. 9

### **April 11 and 13/Week 12 – Nutrition & Diets and Treatment in Skilled Nursing Facilities**

Guest Speaker: Jenny Mae Howard, M.S., CCC-SLP: LP in a skilled nursing facility

(productivity, med A vs med B, working hand in hand with nursing, NOMS), how we complete bedside evaluations since we don't have access to MBS, co-morbidities that we often see in SNF and how they affect our plan of care, different consistencies. I'll also talk about getting started in the long term care field and the difference between long term care and hospital.

Text: Ch. X

S&H: Ch. 8 & 9

### **Additional Topics**

#### **April 18 and 20/Week 13 – Tracheostomy Tubes and Speaking Valves**

Guest Speaker: Diane Muzio, M.S., CCC-SLP, Clinic Coordinator & Senior Lecturer:

*Demonstration of Tracheostomy Tubes and Speaking Valves,*

Guest Speaker: Erin Connelly, M.S., CCC-SLP: *Diet*

*Thought Paper 3 due at the end of this week*

#### **April 25 and 27/Week 14 – Patients with Voice and Swallowing Disorders**

Read:

Text: Ch. XI

WB: Ch. XI

#### **May 2 and 4/Week 15**

*Thought Paper 4 due at the end of the week.*

#### **May 9: 2:45-4:45 Final Exam**

- ❖ Covers Guest Speaker Lectures, PowerPoint slides, chapters VI, VII, IX, X and XI and VIII of the Murray textbook as well as the Sayadi book.