

**Advanced Topics in Dysphagia**  
**COMD 7207 002**  
**Spring 2013**

**Tuesdays: 2:30 p.m. to 4:15, Glorig Auditorium, CA 114**

**Instructor:** Helen Kenedi

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**Office:** Callier Dallas 1.128, **Office Hours:** by appointment

Pre-requisite: Introduction to Dysphagia

**Course Description:**

Dysphagia is an area of Speech Language Pathology where we are concerned with managing swallowing disorders while balancing ethical considerations and the medical safety of our patients. The purpose of this course is to build on knowledge and skills gained in the Introduction to Dysphagia Class by focusing on advanced topics/skills required of Speech-Language Pathologists to successfully practice dysphagia in today's demanding health-care environment.

The course will begin with a review of the anatomy & physiology of the normal and abnormal swallow as well as facilitation and compensation techniques and diets. This will be followed by a discussion of the signs and symptoms of dysphagia as they relate to specific medical diagnoses and a review of modified barium swallows, with time spent on interpretation and report writing. There will be several guest speakers focused on specialty topics such as trachs/vents, end of life issues, FEES and head and neck cancer. Discussion regarding ethical issues, evidenced based practice and decision-making will addressed throughout the course.

This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this course are: III-B, III-C, III-D, III-E, III-F, III-G, III-H, IV-B, IV-G.

**Student Learning Objectives/Outcomes:**

Students will be able to:

1. Identify, recall and describe normal and abnormal swallowing function. (Std. III-B, III-C, III-D)
2. Identify signs and symptoms of swallowing disorders associated with a variety of adult and pediatric medical diagnoses. (Std. III-C, III-D, IV-G)
3. Assess and diagnose swallowing disorders in each of the four stages of swallowing based on case studies and viewing tapes of modified barium swallow studies. (Std. III-C, III-D, IV-G)
4. Develop skills necessary to independently interpret and analyze assessment data to develop treatment plans for individuals who are diagnosed with swallowing disorders. (Std. III-C, III-D, IV-G)
5. Describe relationship between swallowing disorders and related diagnoses (Std. III-C, III-D, IV-G)
6. Develop and apply knowledge about evaluation of patient progress and treatment efficacy. (Std. IV-G)
7. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individuals with dysphagia. (Std IV-G)

**Required Texts:**

Various Articles: listed on schedule below, links will be posted on WebCT/Callier Library  
Logemann, J. (1998) Evaluation and treatment of Swallowing Disorders Austin TX: Pro-Ed, Inc.  
(Required text from Introduction to Dysphagia course)  
Swigert, N. (2000) The Source for Dysphagia Updated and Expanded 3<sup>rd</sup> Edition, East Moline,  
IL: Linguistics, Inc.

**Assignments and Calendar:**

**These descriptions and timelines are subject to change at the discretion of the instructor.**

**Lecture 1: Jan 15****Review of Anatomy & Physiology, Bedside Swallow Exam**

Swigert: Chapters 1, 3 & 7

Logemann: Chapter 4,5, 6 (Review from Intro)

Assignment: Read EBSR's (below) and select an article to review. See article review assignment. (Due: February 19<sup>th</sup>).

**Lecture 2: Jan 22****Obtaining a Medical History and Oral-Peripheral Exam**

Readings as above

*Articles: 1. EBSR: Effects of Oral Sensory-Motor Treatment on Swallowing in Adults. Cathy Lazarus, Heather Clark, Joan Arvedson, Tracy Schooling, Tobi Frymark. ASHA's National Center for Evidence-Based Practice in Communication (Dec 2011)*

*2. EBSR: Oropharyngeal dysphagia behavioral treatments. Parts I to V. Tobi Frymark, Tracy Schooling et al. Journal of Rehabilitation Research & Development. (2009)*

**Lecture 3: Jan 29****Trachs & Vents/Medically Complex Patients**

Swigert: Chapter 9

Lecture by Jenny Reynolds, MS CCC from Baylor University Medical Center

*Articles: Blue Dye in the Evaluation of Dysphagia. Nancy B. Swigert*

**Lecture 4: Feb 5****Facilitation, Compensation & Diet, Current Tx Practices****Neurologic Lesions & Degenerative Diseases**

Logemann: pages 303 – 306 and Chapters 9 & 10

*Articles: 1. A randomized study of three interventions for aspiration of thin liquids in patients with dementia or Parkinson's disease. Jeri Logemann et al. J Speech Lang Hear Res. (2008)*

**Lecture 5: Feb 12****Fiberoptic Endoscopic Evaluation of Swallowing****Swigert: Chapter 6**

Lecture & Demonstration by Jenny Reynolds, M.S. CCC and Caroline Nickel from Baylor University Medical Center

***Class will be at Baylor University Medical Center from 2:45 – 4:15***

*Article: A Penetration-Aspiration Scale. John C. Rosenbeck, Jo Anne Robbins, Ellen B. Roecker, Jame L. Coyle, and Jennifer Wood.*

*Predictors of Aspiration Pneumonia: How important is Dysphagia?. Susan Langmore et al. Dysphagia (1998)*

**Lecture 6: Feb 19**

**Dysphagia Case Studies**

**Article Review Due (15%)**

Tricia Olea-Santos, MS CCC

*Article: Swallowing and voice effects of Lee Silverman Voice Treatment (LSVT®): a pilot study. Elsharkawi, L. Ramig, J.A. Logemann, B.R. Pauloski, A.W. Rademaker, C.H. Smith, A. Pawlas, S.Bau and C. Werner.*

**Lecture 7: Feb 26**

**Test on Lectures 1 – 5 (35%)**

**Lecture 8: Mar 5**

**Esophageal Disorders**

*Article: Augmentation of deglutitive upper esophageal sphincter opening in the elderly by exercise. Reza Shaker, Mark Kern, Eytan Bardan, Andrew Taylor, Edward T. Stewart, Raymond G. Hoffman, Ronald C. Arndorfer, Candy Hofmann, and Jodie Bonnevier.*

*Additional Reading: Chapter 3: Clinical Anatomy & Physiology of the Swallow Mechanism. Kim Corbin-Lewis, Julie M. Liss and Kellie L. Sciortino.*

Spring Break!!!

**Lecture 9: March 19**

**End of Life Issues and Dysphagia**

Katie Kuppila, MS CCC from Baylor University Medical Center

*Article: Tube Feeding in Patients with Advanced Dementia. ThomasE. Finucane, Colleen Christmas, Kathy Travis.*

**Lecture 10: March 26**

**MBS: Interpretation**

Logemann: Chapter 11, and Chapters 4 & 5 (Review from Intro)

Swigert: Chapter 6: Sample Cases, Chapter 7

*Articles: See EBP assignment*

**Lecture 11: April 2**

**Oral Hygiene & Water Protocol**

**MBS: Interpretation**

*Articles: A Randomized Control Study to Determine the Effects of Unlimited Oral Intake of Water in Patients with Identified Aspiration. Bernard R. Garon, Molly Engle and Charles Ormiston.*

*Respiratory treatment for Spinal Cord Injury Patients: Frazier Rehab Center's Water Protocol. Kathy Panther*

*Frazier Rehab Center's Water Protocol: Water Between Meals, Kathy Panther.*

*Ethical and legal implications of the Frazier Free Water Protocol. Lynne C. Brady Wagner.*

**Lecture 12: April 9**

**Dysphagia Case Studies**

Tricia Olea-Santos, MS CCC

Swigert: Chapter 5

*Article: TBD*

**Lecture 13: April 16****EBP Quiz Completed: (15%)**

Head and Neck Cancers

Lecture by Joanna Brown, M.S. CCC from Parkland Hospital

Logemann: Chapters 7 &amp; 8

**Lecture 14: April 23****MBS: Interpretation and Documentation**

Mendi Lancaster, MS CCC, Baylor Institute for Rehabilitation

Swigert: Chapter 8 &amp; 10

**Lecture 15: April 30****Test on Lectures 7 – 12 (35%)****Notes re: above assignments:****Article Review:**

Each student will read the following: 1. *EBSR: Effects of Oral Sensory-Motor Treatment on Swallowing in Adults*. Cathy Lazarus, Heather Clark, Joan Arvedson, Tracy Schooling, Tobi Frymark. *ASHA's National Center for Evidence-Based Practice in Communication* (Dec 2011)  
2. *ESBR: Oropharyngeal dysphagia behavioral treatments. Parts I to V*. Tobi Frymark, Tracy Schooling et al. *Journal of Rehabilitation Research & Development*. (2009), from one of the EBSR's the students will select an article. The student will read the selected article and write a review. The instructions regarding the article review will be posted on elearning. The article review is due on February 19<sup>th</sup>, 2013. If the student is late, the highest grade that student will be able to obtain is 89%, with each day late 5% will be taken off.

**EBP Quiz:**

Each student will read articles regarding evidenced based practice and take an online quiz covering the material. The articles and quiz will be posted on elearning and/or the Callier Library website. The students may refer to the articles while taking the quiz. However, the quiz may only be taken once and will be timed. The quiz must be completed by April 2, 2013. If the student is late, the highest grade that student will be able to obtain is 89%, with each day late 5% will be taken off.

**GRADING POLICY:**

Acquired knowledge will be assessed via examinations, which will cover information presented in lectures (instructor and guest speakers), readings, presentations and videotapes. Knowledge will be applied and skills demonstrated via class discussion, exams, a quiz and a case study.

There will be a total of 2 exams over lectures and readings. The first exam will cover information from lectures 1 -6. The final exam will cover information from lectures 8 – 14. The first exam is worth 35% and the final exam is worth 35%. Students will be responsible for all required readings listed on the syllabus. Both exams must be passed with 70% accuracy to pass the class. The on-line quiz is worth 15% and the article review is worth 15%. The exams, quiz and article review must be completed to receive a passing grade. Failure to meet the course requirements will result in a failing grade for the entire course.

## **Course and Instructor Policies**

Two exams will be given throughout the semester, and students are expected to arrive for the exams on time. Students who arrive later than 15 minutes for an exam will not be permitted to take that exam.

Make-up exams are only given in extreme cases with at least 12 hours notification. Trips should be scheduled around the academic calendar. In case of emergency or illness, you are to notify the instructor before the scheduled exam. If you are given a chance to take a make-up exam, it will be in a different format and must be completed within a week of the original test date.

Quizzes and exams will cover assigned readings, class lectures, discussions and video.

## **Professional Dispositions**

Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward instructors, peers, and those in the community. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving at class at the designated class start time.
2. Turning off all cell phones and pagers prior to entering the classroom.
3. Preparing for class by reading the assigned materials.
4. Participating in class discussions in a constructive manner.
5. Interacting in a professional manner (verbally and nonverbally) with the instructor and other students.
6. Taking responsibility for his/her professional learning.

This list of professional behaviors is not limited. Other professional behaviors may be taken into account by the instructor when grading the student at the end of the semester.

This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the **Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology**. The specific standards addressed in this class are:

## **Standard 3.0B Curriculum**

**3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.**

The intent of this standard is to ensure that program graduates have opportunities to acquire the knowledge and skills needed for entry into professional practice across the range of practice settings (included but not limited to hospitals, schools, private practice, community speech and hearing centers, and industry) and to qualify for those state and national credentials for independent professional practice that are relevant to the program's purpose and goals.

The program must provide an academic and clinical curriculum that is sufficient for students to acquire and demonstrate, at a minimum, knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and the anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. These opportunities will be provided in this class in the area of stuttering.

**The program must provide opportunities for students to acquire and demonstrate knowledge in the following areas:**

- principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders;
- standards of ethical conduct;
- interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders;
- processes used in research and the integration of research principles into evidence-based clinical practice;
- contemporary professional issues and advocacy;
- certification, specialty recognition, licensure, and other relevant professional credentials.

**The program must provide opportunities for students to acquire and demonstrate skills in the following areas:**

- oral and written or other forms of communication;
- prevention, evaluation, and intervention of communication disorders and swallowing disorders;
- interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior;
- effective interaction with patients, families, professionals, and other individuals, as appropriate;
- delivery of services to culturally and linguistically diverse populations;
- application of the principles of evidence-based practice;
- self-evaluation of effectiveness of practice.

**3.2B Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.**

**3.3B The scientific and research foundations of the profession are evident in the curriculum.**



*Students will:*

1. Demonstrate knowledge of the normal/abnormal anatomy and physiology of swallowing in a developmental framework across the age continuum.
  - Successful completion of exams
  - Successful completion of class exercises
  - Participation in class discussion
  
2. Demonstrate knowledge of the pathophysiology (eg. disorders in stages of the swallow) of swallowing and feeding disorders in a developmental framework across the age continuum
  - Successful completion of exams
  - Successful completion of class exercises
  - Participation in class discussion
  - Successful completion of case study
  
3. Describe/identify signs and symptoms of swallowing and feeding disorders in a developmental framework across the age continuum.
  - Successful completion of exams
  - Successful completion of class exercises
  - Participation in class discussion
  - Successful completion of case study
  
4. Describe/demonstrate knowledge impact of cognitive, behavioral and medical status on swallowing and feeding disorders.
  - Successful completion of exams
  - Successful completion of class exercises
  - Participation in class discussion
  - Successful completion of case study
  
5. Develop a treatment plan stating compensatory, facilitation and diet interventions for the management of pediatric and adult clients with dysphagia
  - Successful completion of exams
  - Successful completion of class exercises
  - Participation in class discussion
  - Successful completion of case study
  
6. Identify and describe signs and symptoms of dysphagia associated with a variety of medical diagnoses, e.g. stroke, TBI, premature babies, syndromes.
  - Successful completion of exams
  - Successful completion of class exercises
  - Participation in class discussion
  - Successful completion of case study
  
7. Interpret, integrate and synthesize information to develop a diagnosis and make appropriate recommendations for intervention/a treatment plan.

Successful completion of exams  
Successful completion of class exercises  
Participation in class discussion  
Successful completion of case study

8. Develop setting appropriate interventions plans taking into consideration all aspects of the patient's dysphagia, including prognosis, related medical diagnoses and ethical considerations.

Successful completion of exams  
Successful completion of class exercises  
Participation in class discussion  
Successful completion of case study

9. Discuss and develop measurable and achievable goals to meet a client's needs and target functional outcomes.

Successful completion of exams  
Successful completion of class exercises  
Participation in class discussion  
Successful completion of case study

10. Demonstrate ability to follow correct protocol during a bedside swallow exam.

Successful completion of exams  
Successful completion of class exercises  
Participation in class discussion

11. Demonstrate knowledge of dysphagia terminology and information to be included for documentation/report writing of bedside swallow exam and modified barium exams.

Successful completion of exams  
Successful completion of class exercises  
Participation in class discussion  
Successful completion of case study

12. Identify roles and responsibilities of other professionals on the dysphagia team and how the Speech-Language Pathologist plays a key role in this interaction.

Successful completion of exams  
Successful completion of class exercises  
Participation in class discussion  
Successful completion of case study

13. Identify standards of ethical conduct as they relate to the practice of dysphagia.

Successful completion of exams  
Successful completion of class exercises  
Participation in class discussion  
Successful completion of case study

14. Discuss cultural issues that relate to the practice of dysphagia.

- Successful completion of exams
- Successful completion of class exercises
- Participation in class discussion
- Successful completion of case study

### **Field Trip Policies**

#### **Off-campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty

involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose

places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***These descriptions and timelines are subject to change at the discretion of the Professor.***