COMD 633 - Dysphagia Management

Spring 2014

Section 001: 125 TLRB on W F from 8:00 am - 9:50 am

Instructor/TA Info

Instructor Information

Instructor: Kristine Tanner
Office: 158 TLRB
Phone: 801-422-7045
: Wed, Fri 10:00am-11:00am
Or By Appointment
Email: kristine_tanner@byu.edu

TA Information

Instructor: Robert Fujiki
: Only By Appointment
Email: robertfujiki@gmail.com

Course Information

Description

We will discuss the stages of normal swallowing, as well as the neurological conditions and structural changes that can lead to dysphagia. We will examine a variety of techniques for assessing swallow function, as well as compensatory and therapeutic approaches for managing dysphagia. By the end of this term, you should feel prepared to undertake a clinical practicum that involves dysphagia management. Emphasis will be placed on adherence to the ASHA Code of Ethics.

ASHA SLP STANDARDS FOR COMD 633:
Standard IV-B: Students must demonstrate and integrate knowledge of normal swallowing development and disorders across the lifespan.

Standard IV-C: Students must demonstrate knowledge of etiologies, characteristics, and anatomical, physiological, and developmental correlates of swallowing disorders, including oral, pharyngeal, esophageal, and related functions, oral function for feeding, and orofacial myology.

Standard IV-D: Students must demonstrate knowledge of the principles and methods of swallowing disorder prevention, assessment, and intervention for people with swallowing disorders, including consideration of anatomical, physiological, psychological, developmental, linguistic, and cultural correlates.

Materials

<table>
<thead>
<tr>
<th>Image</th>
<th>Item</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
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</thead>
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Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<td>B+</td>
<td>87%</td>
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<td>B</td>
<td>83%</td>
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<td>B-</td>
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<td>C+</td>
<td>77%</td>
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<tr>
<td>C</td>
<td>73%</td>
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<tr>
<td>C-</td>
<td>70%</td>
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Learning Outcomes

Swallowing

Demonstrate knowledge of basic swallowing processes, including their biological, neurological, and developmental bases.

Swallowing Disorders

Demonstrate knowledge of the nature of swallowing disorders, including their etiologies, characteristics, anatomical/physiological, psychological, and developmental correlates.

Treatment

Explain the principles and methods of prevention, assessment, and intervention for people with swallowing disorders, including consideration of anatomical/physiological, psychological, and developmental correlates of the disorders.

Grading Policy

Grading in this graduate level course is NOT done on a curve. Material presented in this class is essential to becoming a competent professional in the field of communicative disorders and, as such, is viewed as a needed knowledge base by each student. The following grading scale will be used: 93-100 = A, 90-92.9 = A-, 87-89.9 = B+, 83-86.9 = B, 80-82.9 = B-, 77-79.9 = C+, 73-76.9 = C, 70-72.9 = C-, 60-69.9 = D, < 60 = F. When you receive a letter grade for an essay/paper, I will assign a numeric score that corresponds to the
midpoint for that letter grade. Thus, if you write an 'A' paper, you get a numeric score of 96.5, which is half way between 93 and 100.

Late assignments will be accepted at the discretion of the instructor. If late assignments are accepted, points will be reduced by 10% per day late.

Attendance Policy

Full attendance at the Spring Dysphagia Seminar, Friday May 23 from 8:30-12:30, is required as part of COMD 633.

Assignments

Assignment Description

Journal Article Summary 1

Due: Friday, May 16 at 1:00 pm

During the term read 3 articles from recent (within about the last 10 years) journals that relate to dysphagia. Write a one page (single spaced) summary of each article, including the methods used, the clinical implications, and what you think should be done next in this line of research. Suitable journals include, but are definitely not limited to:
- Dysphagia
- Journal of Speech, Language and Hearing Research
- Journal of Medical Speech-Language Pathology

Due dates for journal summaries are noted on the schedule, with reports being turned in at the START of class that day. For your reports, please pay close attention to grammar, spelling and technical accuracy. Proof read your work before turning it in. Points will be deducted for work that is not of the highest quality.

Dysphagia Spring Seminar Completion

Due: Friday, May 23 at 4:00 pm
Students are required to complete the Dysphagia Spring Seminar as part of the COMD 633 course. This seminar includes 4 mandatory instruction hours on Friday May 23rd, 8:30-12:30 (HBLL, room TBA). Points will be assigned for each hour completed.

**Midterm Exam**

Due: Tuesday, May 27 at 11:59 pm

ComD 633 Dysphagia Management Midterm Examination. Please answer all questions to the best of your ability. There is no time limit. You may take the exam once.

**Training and Interpretation of FEES in Adults Video Completion (Ch. 3, 4, 9 only)**

Due: Wednesday, May 28 at 11:59 pm

Two video recordings will be made available in the materials room for you to borrow and watch. Please be sure to have watched the first prior to the classroom discussion on FEES. The other can be viewed at any time. No written summary is needed for either video, but please indicate in the video log that you have watched them.

1. Training and Interpretation of FEES in Adults, **CHAPTERS 3, 4, and 9 only** (approx 3 hours depending on how quickly you move through chapter 9)

2. Dysphagia Grand Rounds (3 hours, 46 minutes)

**Journal Article Summary 2**

Due: Friday, May 30 at 11:59 pm

**Journal Article Summary 2**

**Journal Article Summary 3**

Due: Friday, Jun 13 at 11:59 pm
Journal Article Summary 3

Dysphagia Grand Rounds Video

Due: Monday, Jun 16 at 11:59 pm

Two video recordings will be made available in the materials room for you to borrow and watch. Please be sure to have watched the first prior to the classroom discussion on FEES. The other can be viewed at any time. No written summary is needed for either video, but please indicate in the video log that you have watched them.

1. Training and Interpretation of FEES in Adults, CHAPTERS 3, 4, and 9 only (approx 3 hours depending on how quickly you move through chapter 9)

2. Dysphagia Grand Rounds (3 hours, 46 minutes)

Reading Log

Due: Monday, Jun 16 at 11:59 pm

Students will submit the total (cumulative) percentage of assigned readings completed (0-100%) on the last day of class. "Reading" is defined as visual inspection of ALL material, including diagrams and figures, for application in examinations, future clinical certification, and future clinical practice.

Final Exam

Due: Thursday, Jun 19 at 5:00 pm

ComD 633 Dysphagia Management – Final Examination. Please answer all questions to the best of your ability. There is no time limit. You may take the exam once. This exam is closed book and you may not consult with anyone during the exam.

Schedule
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<thead>
<tr>
<th>Date</th>
<th>Class Schedule</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>W - Apr 30</td>
<td>Training and Interpretation of FEES in Adults (video)</td>
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<td>F - May 02</td>
<td>Anatomy &amp; Physiology of Deglutition &amp; Intro to Radiographic View (Chapter 1)</td>
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<td>W - May 07</td>
<td>Neurogenic Dysphagia (Chapter 4)</td>
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<td>F - May 09</td>
<td>Mechanical Dysphagia (Chapter 3)</td>
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<td>W - May 14</td>
<td>Clinical Swallow Evaluation (Chapter 8) Begin Radiologic Assessment (Chapter 12)</td>
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<td>F - May 16</td>
<td>Journal Article Summary 1 No Class (Compensatory for Dysphagia Westby &amp; Robinson Seminar)</td>
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<td>W - May 21</td>
<td>Radiologic Assessment (Chapter 12, 14-17) (Note: the Dysphagia Seminar will incorporate chapters 14-17, so please be prepared to apply these principles at the Seminar) Review for Midterm</td>
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<td>F - May 23</td>
<td>HBLL 8:30-12:30, room TBA Dysphagia Spring Seminar Completion</td>
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<td>M - May 26</td>
<td>Memorial Day Holiday No Class (Holiday)</td>
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<td>T - May</td>
<td>Midterm Exam Closes</td>
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<td>W - May 27</td>
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<td>Endoscopy in Assessing and Treating Dysphagia (Chapter 11)</td>
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<td>28</td>
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<td>Training and Interpretation of FEES in Adults Video Completion (Ch. 3, 4, 9 only)</td>
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<tr>
<td>F - May 30</td>
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<td>Treatment: General (Chapter 10 &amp; 18) Jeff Laitman, Ph.D. lecture 11:30-12:30 (171 TLRB), optional exchange for journal article review. Journal Article Summary 2</td>
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<td>W - Jun 04</td>
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<td>Treatment: General (Chapter 10 &amp; 18)</td>
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<td>F - Jun 06</td>
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<td>Treatment: General (Chapter 10 &amp; 18)</td>
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<tr>
<td>W - Jun 11</td>
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<td>Treatment, Non-Oral Feeding (Chapter 10 &amp; 18)</td>
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<td>F - Jun 13</td>
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<td>Infant &amp; Childhood Dysphagia (Chapter 9, 10, 18) Guest Speaker: Carin Hadley, MS, CCC-SLPOrem Pediatric Journal Article Summary 3</td>
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<td>M - Jun 16</td>
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<td>Dysphagia Grand Rounds Video Reading Log</td>
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<td>T - Jun 17</td>
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<td>Exam Preparation Day</td>
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<td>Final Exam Opens</td>
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University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education
where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Class Participation

Students are expected to participate actively in class discussions. Laptops may be used to take notes at the discretion of the instructor. At not time should students be emailing, texting, or engaging in other activities during lecture.