



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 227 Dysphagia and the Medical Setting	Section: 01
Meeting Days: Tuesday/Thursday	Meeting Times: 9:00-10:15 AM	Location: Folsom Hall 2307
Instructor: Scott Jackson, MS CCC-SLP	Email: sj227@saclink.csus.edu	Phone: 916-278- 4867
Office Location: Folsom Hall 2000 Cubicle D	Office Hours/Appointments:	

#### Catalogue Course Description:

**CSAD 227. Dysphagia and the Medical Setting.**

**3 Units**

**Prerequisite(s):** [CSAD 218](#), [CSAD 221](#), instructor permission.

**Term Typically Offered:** Fall, Spring

Swallowing problems from infancy through old age; growth patterns and failures in younger populations; feeding and swallowing problems related to normal aging processes and those associated with neurogenic disorders. Assessment and treatment. Includes theoretical and experiential components. Overview of the role of Speech-Language Pathologist in the hospital setting including learning how to read medical charts, basic insurance information, understanding other disciplines and how they affect the job and career of an SLP in the hospital, and medical terms/abbreviations.

#### Place of Course in Program

#### GRADUATE

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

## Course Learning Outcomes:

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

## CSAD XYX SPECIFIC STUDENT LEARNING OUTCOMES for CSAD 227 Dysphagia & the Medical Setting:

**This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:**

### **Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

### **Standard IV-D: Prevention, Assessment, and Intervention**

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

### **Standard IV-E, IV-G, IV-H: Contemporary Professional Issues**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

### **Standard IV-F: Research**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

### **Standard V-A: Oral and Written Communication**

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

### **Standard IV-B: Basic Human Communication Processes**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

**Standard IV-B: Swallowing Processes**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

**Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)**

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of swallowing.

**Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals**

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of swallowing.

**Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures**

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of swallowing.

**Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs**

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of swallowing.

**Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention**

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of swallowing.

**Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation**

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of swallowing.

**Standard V-B 1g. Refer clients/patients for appropriate services**

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of swallowing.

**Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.**

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

**Standard V-B 3b. Collaborate with other professionals in case management.**

- The student will demonstrate the ability to collaborate with other professionals in case management.

**Standard V-B 3c.** Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

- The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

**Standard V-B 3d.** Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.

**SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate knowledge of medical terms/abbreviations.
2. Students will demonstrate knowledge of the multi-disciplinary team.
3. Students will demonstrate knowledge of normal swallowing anatomy and physiology.
4. Students will be able to identify risk factors for dysphagia.
5. Students will demonstrate knowledge of the evaluation and treatment processes of dysphagia.
6. Students will understand clinical decision-making and ethical guidelines for evaluating and treating dysphagia.

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1	Quiz 1; Midterm; Final Exam	
2	Quiz 1; Midterm; Final Exam; SIMS lab	
3	Quiz 2; Midterm; Final Exam; Flow Chart Creation	
4	Quiz 2; Midterm; Final Exam; Disorder Paper	
5	Quiz 2; Midterm; Quiz 3; Final Exam	
6	Quiz 3; Final Exam	

**Textbooks and Materials:**

Suggested text book (Apparently, this is available “for rent” at the book store):

**Evaluation and Treatment of Swallowing Disorders, 2<sup>nd</sup> Edition**

Jeri Logemann, 1998, Pro-Ed

**Online Resources:**

CANVAS

## Course Requirements/Components:

**Quizzes:** Quizzes will be short and may consist of labeling, multiple choice, T/F, & short answers.

**SIM Lab:** This is run by Dr. Darla Hagge. Half of the class is assigned to demonstrate, teach, and discuss a bedside swallowing evaluation to the nursing students. The other half will be observing and helping with the formal “debriefing session”. Those who are observing will be active participants during the spring semester. Your score will be based on participation as deemed appropriate by Dr. Darla Hagge.

**Flow Chart or Table of “Cause-Effects” of Swallow:** Each student will be required to turn in a chart describing the different phases of swallow, components of each phase, and the “cause-effect” of having a disorder. This will become clearer after one of the lectures.

### **Video Fluoroscopic Swallow Study (VFSS)/Modified Barium Swallow (MBS) Observation/Report:**

Each student will be required to visit one of the hospitals on the attached list and arrange to observe a VFSS/MBS evaluation. A report of the observation will be submitted for a maximum of 50 points. This report will be written in SOAP format. See the attached intake sheet for assistance to help make sure you get all the information needed. I would wait to formally write it up until we discuss “Report Writing” as to know the style I want and am looking for. Please see the attached form to be used as an intake. This will help you with making sure what information you need find out and include in your report/write-up.

Please refer to the Risk Management Guidelines for Field Trips found at:

[www.csus.edu/aba/risk-management/documents/FieldTripGuidelines.pdf](http://www.csus.edu/aba/risk-management/documents/FieldTripGuidelines.pdf)

According to University policy, these observations of MBS Studies are considered “field trips”. Prior to your observation, you are required to fill out the “Release of Liability Waiver Form” attached to this syllabus with the date and signature. This must be turned in either in class or by scanned email.

**Papers on Disorders:** Each student will be assigned an associated disorder/clinical population and be required to write up a review. The review will include but is not limited to the following:

- ✓ Description and definition of the disorder/clinical population, including prevalence and etiology;
- ✓ Discussion of the effects of the disorder on swallowing function; specify phases or physiology most affected;
- ✓ Discussion of appropriate/effective treatment strategies and prognosis.

The written paper must be 2-3 pages, single-spaced. There must be at least 3 references from journals or other research sources other than the course textbooks.

**Exams:** All exams are cumulative. Exam dates are tentative except the final exam. All exams will be a combination of multiple choice, true/false, short answer, essay questions, video recording observation of studies, and/or writing a report.

## Grading Policy:

Source	Points	% of Grade
Quizzes (3)	60 (20 x3)	14%
SIMS Lab	10	2%
Flow Chart	20	5%
MBS Report	50	12%
Disorder paper	40	9%
Midterm Exam	120	28%
Final Exam	130	30%
<b>Total</b>	430	100%

Letter grades are assigned according to the following scores

Points	%	Letter
400-430	93-100	A
387-399	90-92	A-
374-386	87-89	B+
357-376	83-86	B
344-356	80-82	B-
331-343	77-79	C+
314-330	73-76	C
301-313	70-72	C-
288-300	67-69	D+
271-287	63-66	D
258-270	60-62	D-
	0-59	F

## Course Policies/Procedures:

**Make-up Exams:** I am not a fan of missed exams/quizzes. No make-up exams are ever given unless there is a documented medical situation, and you have written proof. This is solid!!!! **You are responsible for contacting the instructor to schedule this make-up exam. If you fail to contact the professor to schedule the make-up exam, then you receive a “zero” on that exam.** If there is another reason you feel you can't take the final exam and I approve, you will automatically receive 25 points off the score. Missed quizzes are an automatic 0. Please sign the attached paper stating that you will not ask to take the examination at a different time than the rest of the class unless otherwise noted.

**Late Assignments:** No late papers/presentations are allowed given the tight course schedule. Reports and papers may be turned in early (as if...), but *you may wish to hold onto your VFSS/MBS report until the class discussing report writing to understand the format of how I want VFSS/MBS reports written.*

**Attendance:** Students are expected to attend class on a regular basis. If the student is absent for an extended period of time (2 weeks or more), the student should meet with the instructor to determine a reasonable course of action. Trust me, I know when you've missed a class.

**Drop/Add:** Students may drop and add classes according to University Policy. Students must fill our appropriate forms and meet University deadlines to drop or add classes.

TENTATIVE Course Schedule/Outline:

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/ASSIGNMENTS</b>
Aug. 27	*Introduction/Review of syllabus *Assigning paper topics & hospitals	Course Syllabus
Aug. 29	*Definitions of Dysphagia *Techniques for Assessing Swallowing	Logemann: Ch. 1 Logemann: Ch. 3
Sept. 3	*Bedside Swallowing Evaluation	Logemann: Ch. 5
Sept. 5	*Simulation of bedside swallow evaluation (Group Activity)	
Sept. 10	*Anatomy & Physiology	Logemann: Ch. 2
Sept. 12	*Anatomy & Physiology	Logemann: Ch. 2
Sept. 17	<b>Quiz #1 (20 points)</b> *Impaired Swallow Symptoms & Disorders	Logemann: Ch. 4
Sept. 19	*Impaired Swallow Symptoms & Disorders (2)	
Sept. 24	*Role of the SLP in hospital/adult settings & The Dysphagia Team *Medical Terms & Abbreviations	Logemann: Ch. 1 (pg.5)
Sept. 26	SIMS lab	
Oct. 1	<b>Quiz #2 (20 points)</b> *MBS	<b>Flow Charts/Tables due on “cause &amp; effects” (20 points)</b> Logemann: pg. 141-151
Oct. 3	*MBS *Report Writing	SacCT handouts of sample reports
Oct. 8	*FEES	
Oct. 10	*FEES	
Oct. 15	<b>Midterm (Part 1)</b>	
Oct. 17	<b>Midterm (Part 2)</b>	<b>(120 points)</b>
Oct. 22	Clinical Decision Making & Management of Dysphagia	Logemann: Ch. 6, 11, 12, 13
Oct. 24	Clinical Decision Making & Management of Dysphagia	
Oct. 29	Gastro-Esophageal Reflux (GER)	Logemann: Ch. 3 pg 110-119
Oct. 31	Gastro-Esophageal Reflux (GER)	
Nov. 5	Tracheostomy & Speaking Valves	Logemann: Ch. 5 pg 141-151
Nov. 7	Dysphagia & CA Patients	Logemann: Ch. 7, 8
Nov. 12	<b>Quiz #3 (20 points)</b>	
Nov. 14	Peds OT: Seating, Positioning, & Feeding Issues	Guest: Kathy Smith, OTR
Nov. 19	MBS review	<b>Disorder Papers Due by 10:00pm via email (40 points)</b>
Nov. 21	Infant/Pediatric Swallowing Disorders	Logemann: Ch. 5 pg 138
Nov. 26	Infant/Pediatric Swallowing Disorders	Guest: Kelly McMahon, SLP
Nov. 28	<b>Thanksgiving!</b>	
Dec. 3	*Review of MBS studies	<b>VFSS/MBS Observation Reports Due (50 points)</b>
Dec. 5	*Catch-up/Review	

## Additional Information

### Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, committed to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/um anual/student/stu-0100.htm>

**Definitions:** At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

### Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

### Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

### Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas.

Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>



## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 227 Dysphagia and the Medical Setting

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
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### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

### Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

### Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

## Standard IV-B: Swallowing Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
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- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
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## Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of swallowing.

## Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of swallowing.

## Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

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## Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of swallowing.

## Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of swallowing.

## Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of swallowing.

## Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of swallowing.

## Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

## Standard V-B 3b. Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

Standard V-B 3c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

- The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

Standard V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.

# MBS/VFSE OBSERVATIONS

When you go and observe the required studies for class, make sure you take this with you and get the following information which will help you write the report when the time comes:

1. Age:

2. Level of care (Independent, SNF, ICF, Acute hospital):

3. Medical history:

4. Complaint (includes pt. complaint, MD concerns, family reports):

5. What he/she is being referred for:

6. Those present in the Radiology room:

7. Views (lateral and/or A/P?):

8. Consistencies presented:

9. Any difficulties with seating/positioning:

10. Findings (ask the therapist afterwards!!!) Make sure you get oral preparatory phase, oral transit phase, pharyngeal phase, and esophageal phase information if applicable. Don't forget to think about "cause-effect".

11. Recommendations (include diet, swallow tx?, strategies, exercises)

\*If you think of something that the therapist didn't that you might have included or found, go ahead and add it to your report (just be clear what was recommended by the SLP and what was your recommendations).

**RELEASE OF LIABILITY, WAIVER OF RIGHT TO SUE, ASSUMPTION OF RISK  
AND AGREEMENT TO PAY CLAIMS**

Activity: \_\_\_\_\_

Activity Date(s) and Time(s): \_\_\_\_\_

Activity Location/Facility: \_\_\_\_\_

Hazards to be aware of: \_\_\_\_\_

Hazard mitigation (how to prepare for a safe activity): \_\_\_\_\_

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California, the Trustees of the California State University, California State University, Sacramento and their employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, **including claims of the University's negligence**, resulting in any physical or psychological injury (including paralysis or death), illness, damages, or economic or emotional loss that I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity locations(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to and from the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney's fees or damage to my personal property that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I will be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, and (c) assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Agreement for Test/Quiz Dates

I \_\_\_\_\_ agree to not ask Scott Jackson (instructor for SPHP 227) to take any of the exams or quizzes on any other date than what is listed on the syllabus (or what is determined by the class if the schedule is off).

Signature:

Date:

