



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2021	Course: CSAD 227 Dysphagia and the Medical Setting	Section: 01
Meeting Days: Tuesday/Thursday	Meeting Times: 12:00-1:15 ONLINE, F2F	Location: Online, F2F, synchronous
Instructor: Lisa D'Angelo, Ph.D., CCC-SLP	Email: <a href="mailto:dangelo@csus.edu">_dangelo@csus.edu</a>	Phone: 530-400-1970
Office Location: Folsom Hall 2316	Office Hours/Appointments: by appointment and Wed 10-11, Thurs 11-12	

#### Catalogue Course Description:

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

**3 Units**

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

**Term Typically Offered:** Fall

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.

### **SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate knowledge of medical terms/abbreviations.
2. Students will demonstrate knowledge of the multidisciplinary team, the medical systems of care, and of issues with access to care/health inequities.
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.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Quiz 1; Midterm; Final Exam, MBSimP modules, virtual H&P	
2	Quiz 1; Midterm; Final Exam; SIM lab, MBSimP modules	
3	Quiz 2; Midterm; Final Exam; MBSimP modules	
4	Quiz 2; Midterm; Final Exam; Disorder Paper, MBSimP modules	
5	Quiz 2; Midterm; Final Exam, MBSimP modules; SIM Labs	
6	MBSimP modules Final Exam	

### Textbooks and Materials:

Leonard, R., & Kendall, K. (Eds.). (2018). *Dysphagia assessment and treatment planning: a team approach*. Plural publishing. (available on the library website as an ebook)

**MBSimP:** online platform, registration info will be posted

### Online Resources:

CANVAS

## Course Requirements/Components:

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

**MBSimP:** You will be assigned modules to complete in this platform. You will be able to complete a virtual evaluation and write a report in a provided template.

**SIM Labs:** We will demonstrate, teach, and discuss a bedside swallowing evaluation. We will also have a FEES SIM Lab with Denise Rule, and a tentative MBSS SIM lab. All will be involved informal “debriefing sessions”. Your score will be based on participation.

**Presentation on Disorders:** Each student will be assigned an associated disorder/clinical population and be required to create and do a presentation. The presentation 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.

There must be at least 3 references from peer-reviewed journals (sources other than the course textbook), and these must be on the last slide of your presentation or turned in as an uploaded document (if you are not creating PPT).

**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.

Virtual H&P	50 points
Disorder Presentation	100 points
Sim Lab participation	150 points
Quizzes	50
MBS report	100
Midterm and final	200 points
<u>MBSimP modules</u>	<u>100 points</u>
Total	750 points

## Grading Policy:

Source	Points
Quizzes (2)	50 (25 x2)
SIM Labs	150
MBS Report	100
Disorder present	100
Midterm Exam	100
Final Exam	100
MBSimP	100
Virtual H&P	50

Letter grades are assigned according to the following scores

%	Letter
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

### Course Policies/Procedures:

**Make-up Exams:** No make-up exams are given unless there is a documented medical situation or personal situation (death in family, computer broke etc.), and you have written proof. **You are responsible for contacting the instructor to schedule this make-up exam. If you take a make-up exam, it may be in the last week of class and in all essay format.**

**Late Assignments:** No late papers/presentations are allowed given the tight course schedule.

**Attendance:** Students are expected to attend class on a regular basis. This is a synchronous class. I will be recording the class for later review, and the recordings will be available if you are sick, or have an emergency reason to miss.

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

#### **Important Tips for Success as an Online Learner**

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the Canvas Student Info Guide <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>.

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your CSUS email account for communication. Use CSUS e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see the Student Guide in Canvas as above.

## TENTATIVE Course Schedule/Outline:

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/ASSIGNMENTS</b>
<b>Aug 31</b>	-Introduction/Review of syllabus -Medical Terms & Abbreviations	Course Syllabus Start MBSimP
<b>Sept. 2</b>	-Definitions of Dysphagia -Role of the SLP in hospital/adult settings & The Dysphagia Team -Healthcare System and Inequities/Access to Care	Ch. 1 MBSimP
<b>Sept. 7</b>	-Anatomy & Physiology Review -Head and Neck Exam	Ch. 1, 2 MBSimP
<b>Sept. 9</b>	Techniques for Assessing Swallowing	Ch. 3, 6, 9 MBSimP; <b>Virtual H&amp;P due</b>
<b>Sept. 14</b>	Techniques for Assessing Swallowing	MBSimP; <b>Quiz #1</b>
<b>Sept. 16</b>	Bedside Swallowing Evaluation	MBSimP
<b>Sept. 21</b>	Impaired Swallow Symptoms & Disorders	Ch. 15 MBSimP
<b>Sept. 23</b>	Impaired Swallow Symptoms & Disorders	MBSimP
<b>Sept. 28</b>	<b>SIM Lab: bedside swallow evaluation</b>	SIM lab, MBSimP; <b>Quiz #2</b>
<b>Sept. 30</b>	MBS	MBSimP
<b>Oct. 5</b>	MBS	Ch. 7, MBSimP;
<b>Oct. 7</b>	FEES	Ch. 4, MBSimP
<b>Oct. 12</b>	<b>Midterm</b>	
<b>Oct. 14</b>	Report Writing	MBSimP, <b>Template posted</b>
<b>Oct. 19</b>	<b>SIM Lab: FEES in person demo/presentation</b>	<b>Guest Speaker, Denise Rule</b> MBSimP
<b>Oct. 21</b>	Clinical Decision Making & Management of Dysphagia	Ch. 10, 11, 12 MBSimP
<b>Oct. 26</b>	Clinical Decision Making & Management of Dysphagia	MBSimP
<b>Oct. 28</b>	Spinal Cord Injuries/Disorders	Ch. 18, MBSimP
<b>Nov. 2</b>	Gastro-Esophageal Reflux (GER), Esophageal dysphagia; <b>tentative SIM Lab MBSS</b>	Ch. 14, 17, MBSimP
<b>Nov. 4</b>	Tracheostomy & Speaking Valves	Ch. 11, 233-237, MBSimP
<b>Nov. 9</b>	Dysphagia & CA Patients	Ch. 16, MBSimP
<b>Nov. 11</b>	Cardiac Patients	MBSimP
<b>Nov. 16</b>	Pediatric PT/OT: Seating, Positioning, & Feeding	Possible Guest Speaker, MBSimP
<b>Nov. 18</b>	Infant/Pediatric Feeding Disorders, <b>asynchronous recorded lecture</b>	Ch. 13, MBSimP
<b>Nov. 23</b>	Infant/Pediatric Swallowing Disorders	Guest Speakers, MBSimP
<b>Nov. 25</b>	<b>Thanksgiving!</b>	<b>EAT!!!!</b>
<b>Nov. 30</b>	*Review of MBS studies	<b>VFSS/MBS Reports Due</b> , MBSimP
<b>Dec. 2</b>	*Review of MBS studies	MBSimP
<b>Dec. 7</b>	<b>Presentations</b>	
<b>Dec. 9</b>	<b>Presentations</b>	
<b>Dec. 17</b>	<b>FINAL TAKE HOME CASE STUDY</b>	

## Additional Information

### Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment 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/umannual/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.

### Pandemic Response

**Note:** In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

**Course Modality:** All Fall 2020 CSAD courses are being taught synchronously.

**Attendance Policy:** Students who become ill or are placed under quarantine during the COVID-19 pandemic will not be penalized. Please email me if you become sick, and follow the guidelines below.

**Grading Policy:** Course assignments (late work, due dates) will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

### Health & Safety Information:

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](https://www.cdc.gov/coronavirus/2019-ncov/index.html). Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

**Accessibility:** Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

### **Inclusivity:**

Students in this class are encouraged to speak up and participate through in-person, online, or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community. *This text was adapted from CSU Chico and Winona State University's posts.*

**Accessibility/Equity:** The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities and gaining accommodations (SSWD), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

### **Basic Needs Support**

If you are experiencing challenges with food, housing, financial, or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES web page](#)

### **Student Health and Counseling Services**

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

### **Title IX**

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

### **Other Resources**

Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

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

Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>

Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

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# 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.
- 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.