

**University of North Carolina at Greensboro**

*Department of Communication Science and Disorders*

Monday 5:30-8:20 | Ferguson 248 | 3.0 Credit hours

**Instructor:** Laura Nix, MA, CCC-SLP

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**Office:** TBA

**Office hours:** By appointment

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**Course Description**

Catalog Description:

Anatomical bases of normal and disordered swallowing in children and adults; evaluation and treatment of swallowing disorders.

The purpose of this course is to help prepare you for working with pediatric and adult populations with swallowing and/or feeding disorders.

Children and adults with dysphagia need complex and multidisciplinary care. Therefore, as speech and swallowing therapists we need to be familiar with much more than just oral-motor control and normal swallowing. Etiologies of dysphagia will be presented, including the role of respiratory and digestive systems and abnormalities in each that may cause dysphagia. Information will be provided about oral motor assessment as well as ways to evaluate and manage dysphagia in pediatric and adult populations. Emphasis will be placed on current research as it relates to each of these areas.

Before you can work with anyone with dysphagia, you must demonstrate the following competencies:

1. Identify normal and abnormal anatomy as it relates to swallowing. Develop an understanding of neuroanatomical and neurophysiological bases for mastication and deglutition across the lifespan (Std. IV-B, IV-C).
2. Identify and describe normal and abnormal swallowing function as well as describe various possible etiologies for swallowing disorders across the lifespan (Std. IV-B, IV-C).
3. Assess and diagnose swallowing disorders in each of the four stages of swallowing across the lifespan. Provide appropriate treatment plans, including specific treatment strategies and appropriate rationale (Std. IV-B, IV-C, IV-D, IV-G).
4. Develop knowledge of the nature of swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and cultural

correlates (Std. IV-C).

5. Develop knowledge about evaluation of patient progress and treatment efficacy (when to continue treatment, when to dismiss, and when referrals are appropriate) (Std. IV-G).
6. Develop knowledge of processes used in research and the integration of research principles into evidence-based practice in the management of swallowing disorders (Std. IV-F).
7. Develop skills in the administration of a basic clinical examination of swallowing function (Std. IV-G).
8. Describe the non-oral options for nutritional intake and knowledge about ethical considerations, professional issues, and their impact on assessment.

These course objectives are in partial fulfillment for KASA standards III C and D. To comply with ASHA standard for clinical competency, only a grade of B or above meets the competency criteria. Upon receiving a grade C in this course, the student will be required to conduct additional work (lab exercise, paper, project, test, etc.), pre-approved by the instructor, to improve his/her competency on the subject even though the grade will remain unchanged.

#### Assessment Competency Levels:

Student knowledge and skills relating to the standards listed below will be assessed according to the following criteria:

##### *Competency Level*

Target: Average score of 90 or better

Acceptable: Average score of 80 or better

Unacceptable: Average score of 70 or less

**IV-C:** The applicant must demonstrate knowledge of basic communication and *swallowing processes*, including their biological, neurological, developmental, and cultural bases. **As targeted by exams and quizzes.**

**IVI-D:** The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and *swallowing disorders*, including their etiologies, characteristics, and anatomical/physiological, psychological, developmental, linguistic, and cultural correlates. Specific knowledge must be demonstrated in the following areas: ...*swallowing (oral, pharyngeal, esophageal, and related functions such as oral-motor skills for feeding)*. **As targeted by exams, quizzes, and the case study project.**

**IVE:** The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and *swallowing disorders*, including consideration of anatomical/physiological, psychological, developmental, linguistic and cultural correlates of the disorders. **As targeted by exams, quizzes, and the case study project.**

## **Readings**

Much of the information covered in this course comes from your required text:

Groher, M., & Crary, M. (2016) Dysphagia: Clinical management in adults and children, second edition. Elsevier Inc., St. Louis, MO. ISBN: 978-0-323-18701-5

Additional required readings will be posted on Canvas.

## **Canvas**

CSD 629 is posted online via UNCG's Canvas software. Students need an active university email address to access this site. Canvas enables the instructor to interact with the class by email and by posting announcements online. In addition, many of the class materials (e.g., general course information, a copy of the syllabus, assignments, related links, etc.) will be posted on Canvas. Students are encouraged to log on to the website at least twice per week and to check their email regularly for the latest course information. Note that students are responsible for ensuring that their email accounts are configured correctly to receive class emails. Students can access their grades securely via the online grade book. Grades will be posted as soon as they are available.

## **Attendance Policy**

Students are expected to attend all classes, to arrive on time, and to stay until dismissed. Tardiness disrupts other students and interrupts the flow of the class. When absent, it is the student's responsibility to ascertain missed information, including special announcements. When classes are provided in an online format, students are responsible for participating in synchronous lectures. For any asynchronous lectures, they will be responsible for understanding any information uploaded onto the Canvas module for that class.

## **Instructor Absence**

In the event of the instructor's unexpected absence from class, students will use class time to work on the assigned project, or one of the planned online classes will be substituted in as appropriate.

## **Safety Considerations**

As we return for fall 2023, please uphold UNCG's culture of care to limit the spread of covid-19 and other airborne illnesses. These actions include, but are not limited to:

- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of covid-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to isolate if ill
- Completing a [self-report](#) when experiencing covid-19 symptoms or testing positive for covid-19
- Following the CDC's [exposure guidelines](#) when exposed to someone who has tested positive for covid-19

- Staying informed about the University's policies and announcements via the [covid-19](#) website

### **Other Information Required on a Syllabus at UNCG:**

- 1. Prerequisites:** Formal admission into the M.A. program in Communication Science and Disorders or permission of instructor.
- 2. For Whom Planned:** Speech-language pathology students in the M.A. program
- 3. Instructor Information:** See above
- 4. Catalog Description:** See above
- 5. Student Learning Outcomes:** See above
- 6. Teaching Strategies:** Multiple strategies incorporating direct instruction, peer teaching, group discussion, and student guided problem solving.

a. Lectures: The course consists of lectures, videos, slides, and discussion of material pertaining to the theoretical and clinical issues relevant to dysphagia.

b. Readings: Weekly readings have been assigned from course texts, posted texts and articles. It is imperative that you read the material assigned for the course.

c. Writing requirements: Grades on writing assignments and exams will be based on content AND written presentation (i.e., spelling, grammar, clarity).

d. Examinations: There will be 2 exams that are quasi-comprehensive. This means that you are responsible for information presented at the beginning of the course on the last exam. The exams are objective, short answer, and essay.

e. Assignments: A description of each assignment is outlined below.

- 7. Evaluation Methods:** All specific grading guidelines and other course documents will be published on Canvas.

**a. Quizzes (10 points each):** 3 quizzes will be given throughout the course. Each will cover information presented in class, in your readings, or specified by the instructor and will be administered on Canvas. (all SLOs)

**b. Class participation (15 points):** Students will actively participate in all projects, as well as classroom discussions (online or face-to-face), and complete other in-class assignments as indicated by the instructor. The instructor will grade class participation based on attendance, classroom discussion, and completion of other assignments throughout the semester. (all SLOs)

**c. Case study project (50 points):** Students will select one adult or pediatric disorder of interest to them and pair with 2-3 other students, making groups of 3-4. The instructor will provide the students with a case study based on the

patient population chosen by the group. Students will complete a write-up addressing aspects of the case as delineated in a separate document. Projects will be presented to the class via a creative and informative presentation. Please email your instructor with your selected disorder of interest and chosen group members before October 2nd to allow you adequate preparation time. There will be a limit of 1 group per disorder to allow for a wide range of disorders presented, and this will be determined on a first come, first served basis.

**d. Exams (100 points each):** Two exams will be administered, each contributing 100 points to the student's final grade. The format of each exam may vary and will be discussed prior to the exam date. Exams will be comprehensive in the sense that performance will rely on understanding of material previously covered in lecture, readings, or assignments. Exams will be administered on Canvas.

**e. Research summary (15 points):** For this assignment, each student must provide a written summary of an article pertaining to a management topic in the area of adult or pediatric dysphagia. The guidelines are as follows:

- i. Select at least one dysphagia related experimental research article that has been published within the last 24 months;
- ii. Use the following headings: Title, author(s), journal citation, purpose(s), design, setting, subjects, interventions/methods, outcome measures, results, conclusions, comments/impressions. Outcome measures relate to the actual data used to determine results (e.g., scores, percentages, etc.) and statistics used.
- iii. The following will also be incorporated in the grading of the research summaries:
  1. Appropriate topic/article selected
  2. Use of own words (see University policy regarding plagiarism)
  3. Adherence to APA format
  4. Quality of own comments/impressions

**8. Grading Scale:** Letter grades will be assigned based on the points earned by each student as a percent of the total points available throughout the course. Letter grade assignments are as follows:

### **Grading Scale**

100-95% A  
94.75-90% A  
89.75-88.75 B+  
88.5-85% B  
84.75-80% B  
79.75-78% C+  
77.75-75% C  
74.75-70% C

To comply with ASHA standard for clinical competency, only a grade of B or above meets the competency criteria. Upon receiving a C grade in this course, the student will be required to conduct additional work (lab exercise, paper, project, test, etc.), pre-approved by the instructor, to improve his/her competency on the subject even though the grade will remain unchanged. Grade of D+ or lower are not accepted for graduate credit and result in academic dismissal.

**All written work** will be evaluated using the following criteria:

- Overall conciseness, clarity, and coherency of writing
- Content clarity, grammatical structure, and punctuation
- Adherence to APA format
- All delineated components adequately addressed and discussed

**9. Course Outline:** This is a separate document and is posted on Canvas.

**10. Learning Differences and Disabilities:** For students with documented physical or learning differences and/or disabilities, appropriate arrangements will be made for completion of all class and assessment experiences. However, documentation of these disabilities and/or differences must be made available to the instructor prior to the first assessment experience.

**11. Attendance Policy:** Students are expected to attend all classes, but no attendance will be taken. However, lack of attendance will result in lowering the class participation grade and will prevent the student from receiving credit for any missed group or in-class assignments. In addition, no make-up quizzes or exams will be given.

**12. Grading Disagreements:** If a student disagrees with any assigned grade, s/he must email the instructor within 24 hours of receiving the grade. In some cases, email exchanges will not suffice to address grade disagreements and at that time, the instructor and student can set up a time to meet to discuss the disagreement.

**13. Academic Integrity Policy:** All students are expected to adhere to the Academic Integrity Policy as published in the UNCG Student Handbook. Failure to do so will result in lowering of the course grade or expulsion from the class. The policy is available at <http://academicintegrity.unch.edu>

**14. Intellectual Property:** The instructor's lectures are protected by the state common law; they are the instructor's own original expression and considered her intellectual property. Whereas students are authorized to take notes in class thereby creating a derivation work from the instructor's lecture, the authorization extends only to making one set of

notes for his or her own personal use and no other use. Students are not authorized to record the lectures, videotape or take pictures in class, provide the notes to anyone else outside of class, or make any commercial use with the materials without prior permission from the instructor.