Instructor: Jessica Conn, M.S., CCC-SLP
Course Time & Location: Monday 6 – 8:30 Human Services 321
Office: Human Services 205B
Office Hours: Mon 3-5, T/TH 9-11, Fri By appt
Office Phone: (936) 468-1330
Credits: 3
Email: connjl@sfasu.edu

Prerequisites: Graduate standing or consent of instructor

I. Course Description: This course addresses anatomy and physiology of normal swallowing as well as the etiology, symptomatology, assessment (including instrumentation), and remediation of dysphagia across the lifespan.

Credit Hour Statement: SPHS 5306 "Dysphagia" (3 credits) typically meets one time each week in 150 minute segments for 16 weeks and includes a 2-hour final exam during which students will be assessed on their knowledge in the clinical management of swallowing disorders. Students have weekly reading assignments and frequent discussion post. In addition, students take 5 quizzes throughout the semester. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

COVID-19 POLICY

Classroom policy:
Masks (cloth face coverings) are strongly encouraged to be worn over the nose and mouth at all times in this class. Students who are unable to attend class due to quarantining or covid positive test results must notify instructor and then may attend class via zoom.

SFA Policy as of August 23:
We still strongly encourage everyone who can to get vaccinated, wear a mask in public indoor settings, frequently wash hands, and maintain physical distance when possible. Though these precautions are not required, actions like these are known to be effective in reducing the spread of COVID-19.

It is important for individuals to remain vigilant of their health and symptoms. Individuals should screen themselves for COVID-19 symptoms daily. If they feel sick, they must stay home. If they have symptoms of COVID-19 or if an unvaccinated person has been in close contact with someone who has, they must follow quarantine and isolation guidelines and get tested. If an individual tests positive, they should report it in mySFA.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.
This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making

- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- Standard I: Degree
- Standard II: Education Program
- Standard III: Program of Study
- **Standard IV:** Knowledge of Outcomes
- **Standard V:** Skills Outcomes
- Standard VI: Assessment
- Standard VII: Speech-Language Pathology Clinical Fellow
- Standard VIII: Maintenance of Certification

**Standard IV: Knowledge of Outcomes**

**Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

**Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation
- Fluency
- Voice and resonance
- Receptive and expressive language
• Cognitive aspects of communication
• Social aspects of communication
• Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Program Learning Outcomes (PLO): This course supports the Speech-Language Pathology Program Learning Outcomes (PLO) I and IV. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders (Dysphagia).
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes into planning Capstone projects and in clinical practice.

Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

The students will:
1. Describe the anatomy and physiology of swallowing across the lifespan.
2. Identify the causes, signs, and symptoms of dysphagia.
3. Demonstrate clinical and instrumental assessment of dysphagia evaluation.
4. Demonstrate beginning level skills analyzing Modified Barium Swallow Studies
5. Determine the appropriate management for various cases of dysphagia.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Simucase:
One Simucase related to the assessment of dysphagia will be completed by mid-semester.

Case Study:
A comp style case study will be completed in two parts throughout the semester.

Quizzes:
There will be 5 quizzes periodically throughout the semester that are not comprehensive. They are tentatively scheduled and will be announced one week prior.

Final:
There will one comprehensive case based final that is scheduled for two and half hours.

Lab discussions:
Students will complete 5 discussions prompts throughout the semester regarding outside activities or labs.

Book Reflection:
Students will read and complete a reflection over the book, Being Mortal, related to the field of medical speech language pathology, swallowing, and end of life.
Swallowing Training and Education Portal:
Students will complete the SNAPS: Swallowing Neuro Anatomy and Physiology Shorts with in the Normal Swallowing Course available with the STEP subscription. The subscription is required for one month at $15.

MBSimp
Students will complete the MBSimp course over the course of the semester. This cost $79.

Participation:
Successful class interactions depend on prepared and present communicators! Students are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion and/or making other relevant and timely comments. Diversions due to personal notes, visiting, working on day planners, etc. is not considered appropriate and will be addressed when observed. Cell phones are to be silent during class. Please be respectful and considerate of your peers and instructor.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Total Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (20 points each) 100</td>
</tr>
<tr>
<td>Final                  100</td>
</tr>
<tr>
<td>Discussion (10 Points each) 50</td>
</tr>
<tr>
<td>Reflection              25</td>
</tr>
<tr>
<td>STEP                    10</td>
</tr>
<tr>
<td>MBSimp                  25</td>
</tr>
<tr>
<td>Case Study (50 points each) 100</td>
</tr>
<tr>
<td>Simucase                50</td>
</tr>
<tr>
<td>460</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Anatomy of Swallow</td>
<td>Discussion</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Physiology of Normal Swallowing</td>
<td>Quiz &amp; STEP</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Assessment of Swallowing</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Clinical Swallowing Evaluation</td>
<td>Quiz</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Instrumental Swallowing Assessment</td>
<td>Discussion &amp; MBSimp Learning Zone</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>Bolus Modification and IDDSI Lab</td>
<td>Quiz &amp; Case Study Part 1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>Compensatory Treatment Strategies</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>Adult Rehabilitation Strategies</td>
<td>Discussion</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>NICU and Infant Assessment and Treatment</td>
<td>MBSimp Training Zone Swallow by Swallow</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Pediatric Assessment and Treatment</td>
<td>Discussion &amp; Simucase</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>Goal Writing and Treatment Lab</td>
<td>Quiz</td>
</tr>
</tbody>
</table>
VI. Readings:

**Required:**

- STEP subscription one month $15. See D2L for instructions
- MBSimp Student subscription $79. See D2L for instructions

**Recommended:**


**LiveText:**

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VI. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on
university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. One unexcused absence will result in 20 points being subtracted from your total grade and two unexcused absences will result in the failure of clinic. Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 10% will be deducted from grade for each day it is late.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class
projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.