

**SYLLABUS**  
**Spring, 2015**  
**SPPA 6420 – Swallowing Disorders**  
**T 5:30-8:00 Cramer Hall Rm. 38**

**Instructor:** Dr. Jeff Berry (jeffrey.berry@marquette.edu)  
**Office:** Cramer Hall Room 230L or 230U (Lab)  
Office Hours: T & R 11:00 – 12:00 & 3:30-4:30  
Others by Appointment  
**Phone:** 288-1406

**Purpose**

The purpose of this class is to develop an understanding of normal and disordered swallowing. Emphasis will be placed on developing a solid understanding of the anatomy and physiology of swallowing, disorders of swallowing, and methods of evaluation, treatment, and documentation.

**Required Online Training:**

Modified Barium Swallow Impairment Profile (MBSImP) training program:

<https://www.mbsimp.com/index.cfm>

Registration link:

<http://www.northernspeech.com/r/e/e95>

**Recommended Texts:**

Logemann, J.A. (1998). *Evaluation and Treatment of Swallowing Disorders, 2<sup>nd</sup> Edition. PRO-ED.*

Arvedson, J.C., and Brodsky, L. (2002). *Pediatric Swallowing and Feeding: Assessment and Management, 2<sup>nd</sup> Edition.* Thomson/Delmar Learning.

**Requirements:**

Two examinations will be given during the semester. The dates for the exams are listed below. Exams will cover material presented in lectures as well as assigned readings. The two exams will be of mixed format (i.e., T/F, Multiple Choice, Fill in the Blank, Matching, and Essay).

Exam 1: **February 24<sup>th</sup> 5:30-6:45**

Exam 2: **April 21<sup>st</sup> 5:30-6:45**

In addition to the examinations, students will be required to complete two written exercises. The first is a research paper that will be completed in collaboration with other students and presented to the class during one of the final two class meetings. Each team will be allotted ~20 minutes to present their research findings. Team membership and the subject of the research paper will be provided by the instructor. Students will complete a critical analysis of peer-reviewed research literature addressing a specific approach to dysphagia treatment. The completed paper will be no more than 10 double spaced pages with a separate reference section that includes primary references to scientific papers published in standard academic journals (e.g., Dysphagia, JSLHR, LSHSS, Journal of Rehabilitation Research & Development). The purpose of the paper is to review the referenced articles with the objective of appraising the validity and efficacy of a particular swallowing treatment approach using “evidence based practice” guidelines. Each group’s final paper will be made available to all class members when completed. Preliminary reference lists will be due by **March 31<sup>st</sup>**. The completed paper/presentation will be due **April 28<sup>th</sup>**. The completed paper/presentation will count for a maximum of 100 points.

For the second written exercise, students will compose clinical documentation in support of a diagnostic & treatment case study. The goal is to create a coherent, logical, professionally sound description of diagnostics & treatment that is consistent with other objective information in the clinical case study. The exercise is intended to reflect an integration of learned core content from the course demonstrating both “evidence based practice” and professional standards of clinical documentation sufficient for clinical-service reimbursement. The project will count for a maximum of 100 points. It will be completed during the final exam period on **May 6<sup>th</sup>**.

**Labs:**

Students will be required to complete two practical laboratory activities. All students will complete video-fluoroscopic swallow study analyses via the Modified Barium Swallow Impairment Profile (MBSImP) training program. In addition, students will complete a flexible naso-endoscopic examination of swallowing in the Marquette Speech and Swallowing Lab. The MBSImP program will count for 100 points and the naso-endoscopic examination for 50.

### **Grading Procedure:**

Examination 1	100 Points
Examination 2	100 Points
Research Paper/Presentation	100 Points
Documentation Exercise	100 Points
<u>Laboratory Exercises</u>	<u>150 Points</u>
TOTAL	550 Points

Failure to take any examination will result in 0 points.  
Make-up examinations will not be offered without an official excuse.  
Final grade will be based upon the total number of points accumulated out of total possible points, as well as overall class performance.

### **Grading Scale:**

93 and Above	= A
88-92	= AB
83-87	= B
78-82	= BC
73-77	= C
68-72	= CD
63-67	= D
62 and Below	= F

### **Academic Integrity**

Students, faculty, and staff at Marquette University developed a Statement on Academic Integrity that recognizes the importance of integrity, both personal and academic, and includes an Honor Pledge and Honor Code applicable to all.

The Honor Pledge:

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

## Student Obligations Under the Honor Code:

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace.
7. To report any observed breaches of this honor code and academic honesty.

## **Attendance:**

Attendance is expected at all class meetings. Make-up examinations will not be offered without an official excuse.

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents,

grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

### **ASHA Certification Standards:**

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills required for the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology:

- 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 life span.
- 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:
  - Swallowing disorders.
- 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.
- Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.
- Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.
- Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

- Standard V-B: The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
  - Evaluation
  - Intervention
  - Interaction and Personal Qualities

### **WI-DPI Standards:**

Satisfactory completion of this course is intended to assist students in meeting the following requirements for WI-DPI Licensure in Speech-Language Pathology:

DPI Knowledge and skills standards: 1, 5, 6, 8, 10.

1. The speech-language pathologist (SLP) understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
5. The SLP uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The SLP uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom/therapy room.
8. The SLP understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
10. The SLP fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

### **Outcome Objectives:**

At the end of this course, students should be able to:

1. Identify normal and abnormal anatomy as it relates to swallowing across the lifespan (Std. IV-B, IV-C)
2. Identify and describe normal and abnormal physiology as it relates to swallowing across the lifespan (Std. IV-B, IV-C)
3. Assess and diagnose swallowing disorders in each of the stages of swallowing across the lifespan (Std. IV-B, IV-C, IV-D, V-B)
4. Develop skills necessary to demonstrate ability to use assessment data to develop treatment plans for individuals across the lifespan who are diagnosed with dysphagia (Std. IV-C, IV-D, V-B).
5. Develop knowledge about evaluation of patient progress and treatment

- efficacy (Std. V-B).
6. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individuals with swallowing disorders (Std. V-B).

### **Course Outline:**

#### **Topic:**

Overview  
Anatomy and Physiology  
Swallowing Disorders

#### **\*Readings:**

Logemann Ch. 1  
Logemann Ch. 2 & 3  
Logemann Ch. 4, 9, 10

#### **Exam 1**

Clinical Evaluation of Swallowing  
Treatment of Dysphagia

Logemann Ch. 3 & 5  
Logemann Ch. 6, 11, 12, 13

#### **Exam 2**

Pediatric Issues  
Head and Neck Cancer  
Documentation

Arvedson & Brodsky  
Logemann Ch. 7 & 8  
TBA

\*Supplemental readings will be provided intermittently.