How to reach me: I am most easily reached by email, and check it multiple times throughout the day. I do not consider contact with you to be a “bother”. In fact, I invite you to talk with me frequently about our course content and your impressions of what you’re learning. Dysphagia is a complex topic, and sometimes a conversation can help illuminate an idea and support your learning.

Course Description: CD 514 will review anatomy and physiology relevant to the swallowing process, discuss normal swallowing function and development, explore disordered swallowing, and present assessment and therapy strategies/techniques. Case studies and clinical observations of patients with dysphagia will prepare students for clinical placement.

Required Texts:
Leonard, R. & Kendall, K. (2008). Dysphagia Assessment and Treatment Planning. (3rd ed). Plural Publishing. ISBN: 9781597565257 (We WILL use this text in our course, and there will be exam questions drawn from it. Buy it. Read it.)
Core Objectives and ASHA Knowledge and Skills Acquisition (KASA)

Performance Indicators

Core Objectives:

a. Define terminology relevant to study of dysphagia.

b. Demonstrate understanding of the physiological and anatomic bases for swallowing.

c. Explain the normal processes of swallowing in adult and pediatric populations.

d. Explain the etiological bases of swallowing disorders.

e. Describe disorders and remediation techniques in pediatric and adult populations.

f. Analyze swallowing function based on videofluorographic, endoscopic, and/or clinical evaluation.

g. Demonstrate interview, case history, basic counseling and assessment techniques.

h. Implement principles of writing evaluation reports, including organization, information selection, synthesis, analysis, specificity and clarity.

i. Demonstrate ability to develop a plan of treatment for dysphagia patients.

j. Demonstrate ability to analyze current dysphagia research and explain relevance to SLP practice.

<table>
<thead>
<tr>
<th>KASA Standard</th>
<th>Core Objective Addressed</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>III.B. Demonstrate knowledge of basic swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.</td>
<td>a, b, c</td>
<td>Quiz, Exam</td>
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<tr>
<td>III.C. Demonstrate knowledge of the nature of swallowing disorders, including the etiologies and characteristics of oral, pharyngeal, esophageal, and related functions, such as oral function for feeding.</td>
<td>d, e</td>
<td>Exam</td>
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<tr>
<td>III.D. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with swallowing disorders.</td>
<td>f, j, k</td>
<td>Intervention Project, Clinical evaluation</td>
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<tr>
<td>IV.G.1. Demonstrate assessment skill outcomes including: screening and prevention procedures; collect case history information; select and administer appropriate evaluation procedures; adapt evaluation procedures to meet client needs; interpret/integrate/synthesize all information to develop diagnoses/make recommendations; complete administrative and recording functions necessary to support evaluation; and refer clients for appropriate services.</td>
<td>f, g, h</td>
<td>Screening, Oral-Peripheral Evaluation, Bedside Swallow Evaluation</td>
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<tr>
<td>IV.G.2. Demonstrate intervention skill outcomes including: develop setting-appropriate intervention plans with measurable and attainable goals; collaborate in planning process; implement intervention plans, select or develop and use appropriate materials and instrumentation for prevention and intervention; measure and evaluate performance/progress; modify plans/strategies/materials/instrumentation as needed to meet client needs; complete administrative and recording functions necessary to support evaluation; and refer clients for appropriate services.</td>
<td>e, i</td>
<td>Exams</td>
</tr>
<tr>
<td>IV.G.3. Demonstrate interaction and personal qualities including: communicate effectively, recognizing needs/values/preferred mode of communication, and cultural/linguistic background of client/caregivers/etc.; collaborate in case management; provide counseling regarding swallowing to client/caregivers/etc.; adhere to ASHA code of ethics and behave professionally.</td>
<td>g, k</td>
<td>Screenings, Oral Motor Evaluation, Bedside Swallow Evaluation</td>
</tr>
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</table>
General Policies

1. Students are expected to participate in class discussions and complete assignments in a thorough and insightful manner. Assignments must be posted by midnight of the due date in order to avoid a grade reduction of 5% per day. Quizzes and exams will not be accepted late. If unforeseen events interfere with your ability to participate in this course, prompt communication with the instructor through email or phone contact would be to your advantage.

2. Plagiarism will result in the failure of the assignment involved. The University definition of plagiarism is found on page 59 of the Faculty Handbook. To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Student work presented in this course may be analyzed using plagiarism detection software.

3. Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course, must contact the Office for Student Disability Services, room 101 Garrett, phone (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

4. Technology Management: This course will involve the use of Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers’ equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student’s computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved., and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

The IT Help Desk can be reached at 270-745-7000.

5. The instructor reserves the right to modify this syllabus as needed.

6. Grading Scale: Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. Grading is as follows:
   - A 93-100
   - B 85-92
   - C 77-84
   - D 68-76
   - F below 68