

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES
EDSP 260– SEMINAR In Swallowing and Disorders of Swallowing
(Adult and Pediatric)
Fall Semester 2015

Monday 5:00 –7:45 PM
SH Rm #413

Course and Contact Information

Instructor: Kathleen Castillo M.A. CCC-SLP, BCS-S, CBIS
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Office Hours: By appointment only

Class Days/Time: Section 01 Monday 5PM to 7:45PM
Section 02 Wednesday 4PM to 6:45 PM

Course Web Page and Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas learning management system course website](https://sjsu.instructure.com) at <https://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For first-time user of Canvas, the instructions are available at <http://www.sjsu.edu/at/ec/canvas/index.html>.

Course Description

This course is designed to provide the master's level student in speech language pathology with understanding of the complex issues surrounding the treatment of swallowing and swallowing disorders, in adult and pediatrics, including etiological theories, individual therapy, clinical decision making, parameters of research and interdisciplinary considerations

Learning Outcomes (Required) and Course Goals (Optional)

Course Learning Outcomes (CLO)

This course meets the 2015 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology IV-C and IV-D in the area of swallowing and disorder of swallowing.

Upon successful completion of this course, students will be able to:

1. CLO 1: Identify and discuss the nature of swallowing and swallow disorders, including the etiologies, characteristics, anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (ASHA Standard IV-C; Exam 1)
2. CLO 2: Demonstrated knowledge of swallowing and swallowing disorders, differences, including oral, pharyngeal, esophageal, and related functions, oral function for feeding, and orofacial myology (ASHA Standard IV-C; Exam 1)
3. CLO 3: Identify the principles and methods of prevention, assessment, and intervention for people with swallowing disorders, including consideration of anatomical/physiological, psychological, developmental linguistic and cultural correlates. (ASHA Standard IV-D; Lab 1 and site visit)
4. CLO 4: Perform oral mechanism examination (ASHA Standard IVD; Lab #1)
5. CLO 5: Identify and discuss the nature of swallowing disorders and differences, including the etiologies, characteristics, anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (ASHA Standard IV-C; Clinical Project 1)
6. CLO 6: Describe and discuss laryngeal anatomy and physiology of a normal and abnormal swallow (ASHA Standard IV-C; Clinical Project 1)
7. CLO 7: Conduct swallow evaluation, using clinical evaluation, knowledge of Modified Barium Swallow (MBS) and Video Fibroptic Evaluation of Swallowing (FEES) (ASHA Standard IV-D; Lab 3)
8. CLO 8: Develop intervention plans with appropriate rationale and materials for people with swallowing disorders (ASHA Standard IV-D; Clinical Project 2 and Lab 3)
9. CLO 9: Provide education to people with swallowing disorders taking into account cultural and ethical issues (ASHA Standard IV-D; Brochure Project and Lab 4)

Required Texts/Readings

Textbook:

- Groher, M. & Crary, M. (2010). *Dysphagia Clinical Management in Adults and Children* (1st ed.) Available at various retailers (e.g. SJSU bookstore, Amazon.com, and eText rental at Coursesmart.com)
- evolve: <http://evolve.elsevier.com>
- Some additional readings may be made available on Canvas.

Some supplementary/resource readings are listed in the course syllabus from these *recommended* reference books:

- Logemann, J. (1993). *Manual for the Videofluorographic Study of Swallowing* (2nd ed.)
 - Available at various retailers (e.g. SJSU bookstore, Amazon.com, and eText rental at Coursesmart.com)
- Carl, L. & Johnson P. (2006) *Drugs and Dysphagia. How Drugs Medications Affect Eating and Swallowing* (1st ed)
 - Available at various retailers (e.g. SJSU bookstore, Amazon.com, and eText rental at Coursesmart.com)

For those who are interested in a very "readable" review of neuroanatomic/physiologic mechanisms relevant to speech-language pathologists, see:

- Love, W. & Adler, R. (2008). *Neurology for the speech-language pathologist*. (5th Ed.). St. Louis: Mosby-Elsevier. (LA)
 - Available at various retailers (e.g. SJSU bookstore, Amazon.com, and eText rental at Coursesmart.com)

Library Liaison

Valeria Molteni, valeria.molteni@sjsu.edu

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

A) Course Requirements and Assignments

- Course Assignments
 - Class Labs (20%)

Labs will be conducted during regular class time and may require some time outside of class for completion. Labs are due at end of the class meeting, *unless otherwise indicated*. The solutions for some labs may be discussed or posted in class and some assignments will be submitted to the instructor for grading. The lowest score of the 5 labs will not be used in final grade calculation.

Lab 1 – Oral Peripheral Exam and CN testing (CLO 3 & 4) 5%

Lab 2 – Onsite at Valley Medical Center (CLO 3) 5%

Lab 3 – Positioning & feeding lab (CLO 7 & 8) 5%

Lab 4 – Ethical Case reviews (CLO 9 & 10) 5 %

- Dysphagia Information Handout (CLO 9) 20%

Each student will prepare a 1-page informational brochure designed for families and/or patients. The brochure may include:

 - The definition of dysphagia, diets etc
 - Facts about normal swallowing
 - Any ‘helpful hints’ that your patient’s should know.
 - References or support groups that are applicable

This brochure can be intended for children or adults, but be sure it is clear to the reviewer. Additionally, the information can be written for a specific diagnosis (e.g. laryngectomy, stroke). Please include graphics and designs for a professional look. Keep in mind, most educational materials should be written at a 5th grade level.

Clinical projects

- Project 1 (10%) – Case study review: assessment (CLO 5 & 6)
- Project 2 (10%) – Case study review: treatment plan (CLO 9 & 10)
- Course Examinations 40% (CLO 1 & 2)
 - Mid-term Examination (20%) test will be administered at the beginning of the designated class period. Questions may include true/false, multiple choice, matching, and/or short-answer.
 - Final Examination (20%) The final project will be a group presentation. Each group will be assigned a case study. The team must present a 20 min presentation the day of the scheduled final exam. Be prepared to answer questions regarding your case study.
 - The team will review, in detail, the etiology, and rationales for assessment and outcomes.
 - Results of the evaluation/s and the rationale for choosing that particular method
 - Develop a treatment plan, which will include specific recommendations that are evidence based. Please provide 3 research articles to support your plan (research must be within the past 10 years)
 - Include an educational brochure
 - A written report outlining the case will be presented to the Instructor prior to the presentation. (No longer than 2 pages). Please include a hard copy of your 3 research articles

See University policy for attendance during final exams.

Your letter grade is based on the following scale.

A+	100% to 98%	B+	89% to 87%	C+	79% to 77%	D	69% to 60%
A	97% to 94%	B	86% to 84%	C	76% to 74%	F	59% & below
A-	93% to 90%	B-	83% to 80%	C-	73% to 70%		

All work must be submitted on time. Failure to complete all activities/assignments in an acceptable and timely manner will result in lowering the final grade by one letter.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Incomplete Work: A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a passing grade for a significant part of the course but, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or some other *limited* amount of term work. An incomplete is not given unless the student can prove to the instructor that he/she was prevented from completing course requirements for just cause as indicated above, and is **not** assigned on the basis of poor academic performance.

B) Remediation

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

C) Illness and Absence Policy for Exams

- At the discretion of the instructor, make-up exams will be given in cases of documented illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week.
- In case you are ill or have an emergency, please let us know your status within 24 hours after the missed exam date by email, phone, or in person.
- Any notification after the 24-hour period will not be accepted and you will not be able to make up the missed exam.
- Make up exams will also be provided for students who observe religious holidays.
 - To make up an exam, you must inform us of your absence at least 1 week prior to the exam date. We can arrange a mutually agreeable time for your make up.
 - If you inform us of your religious observance after the exam date, you will not be allowed to make up the exam.

D) Adding/Dropping

- Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.
- The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.
- Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

II. UNIVERSITY POLICIES

Academic Integrity Statement

- Let us start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at:

http://sa.sjsu.edu/judicial_affairs/index.html

- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the [Disability Resource Center](#), Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/policies/default.htm>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from

Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

III. COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

Lurie College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The Mission of the Department of Communicative Disorders & Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CD&S (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available upon request.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.
