

CD 663 ADULT AND PEDIATRIC SWALLOWING / FEEDING DISORDERS

Course Description

To provide students with a comprehensive understanding of normal and abnormal swallow function in adult and pediatric populations. Included will be a review of pertinent anatomy and physiology, and neuroanatomy of swallowing, as well as the evaluation, diagnostic, and treatment processes of a wide range of swallowing disorders. This course assumes a prior knowledge of basic head and neck anatomy, physiology, and basic neuroanatomy.

Course Readings:

Recommended Textbooks:

- Arverdson, J.C. & Brodsky, L. (2002). *Pediatric Swallowing and Feeding: Assessment and management* (2 ED). Delmar Cengage Learning (E-text available in Oviatt Library)
- Burda, A.N. (2011). *Communication and swallowing changes in healthy aging adults*. Sudbury, MA: Jones & Bartlett Learning. (E-text available in Oviatt Library)
- Groher, M.E. & Crary, M.A. (2010). *Dysphagia: Clinical Management in Adults and Children*. Maryland Heights, MO: Mosby.
- **Hall, K.D. (2001). *Pediatric Dysphagia: Resource guide*. Delmar Cengage Learning.
- Logemann, Jeri A. (1998). *Evaluation and Treatment of Swallowing Disorders*. Austin, TX: Pro-ed.
- *Murry, T, & Carrau, R.L. (2012). *Clinical Management of Swallowing Disorders*. (3rd Ed). San Diego, CA: Plural.
- **Swigert, N.B. (2007). *The Source for Dysphagia* (3rd Ed). Linguisticsystems
- Swigert, N.B. (2010). *Dysphagia: Clinical Management in Adults and Children*. Mosby-Elsevier.

Other required readings: (Additional readings may also be posted by the instructor in Canvas)

- Coyle, J. 2011. Water, water everywhere, but why? Argument against free water protocols. *SIG 13 Perspectives on Swallowing and Swallowing Disorders (Dysphagia)*, 20, 109-115. doi:10.1044/sasd20.4.109
- Homer, E. 2008. Establishing a public school dysphagia program: A model for administration and service provision. *Language, Speech, and Hearing Services in Schools*, 39, 177–191.
- Humbert, J. 2011. Point/Counterpoint: Electrical stimulation for dysphagia: The argument against electrical stimulation for dysphagia. *SIG 13 Perspectives on Swallowing and Swallowing Disorders (Dysphagia)*, 20:102-108. doi:10.1044/sasd20.4.102
- Krival, K. 2013. Dysphagia services in nursing homes: An opportunity for improving patient outcomes through palliative care. *SIG 15 Perspectives on Gerontology*, 18, 88-103. doi:10.1044/gero18.3.88.
- Robbins, J., Butler, S., Daniels, S. and 6 more. 2008. Swallowing and dysphagia rehabilitation: Translating principles of neural plasticity Into clinically oriented evidence. *Journal of Speech, Language, and Hearing Research*, 51, S276-S300. doi:10.1044/1092-4388(2008/021).
- Robbins, J. and Hind, J. 2015. Swallow stronger and safer: Past, present, and future of the SwallowSTRONG device. *SIG 13 Perspectives on Swallowing and Swallowing Disorders (Dysphagia)*, 24, 65 - 70.

Diversity, Equity & Inclusion:

At CSUN, we are fortunate to belong to a campus community that is diverse. We value equity and inclusion, must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive classroom environment. Diversity can

refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives of the students and instructor in this class. Each of us is responsible for creating a safer, more inclusive classroom environment- both in person and virtual. I ask that you engage in discussions with care and empathy.

Course Objectives/ASHA Standards (KASA)

Student Learning Outcomes: By the end of this course, students will be able to:

1. ...understand and describe the normal swallowing process.
2. ... be able to perform a clinical swallowing evaluation and explain results to families, patients and other professionals.
3. ...describe and discuss the use of instrumentation in the assessment of dysphagia, including FEES and modified barium swallow studies, and understand basic principles of interpretation of results from these test.
4. ...determine appropriate remediation plans and techniques for treating patients with swallowing disorders, and to integrate treatment of dysphagia into an overall speech language remediation plan.
5. ...describe swallowing and feeding problems found in infants and children, as well as discuss assessment and treatment programs used for these groups.
6. ...discuss ethical considerations associated with swallowing safety, particularly as evidenced by end-of-life cases.
7. ...be familiar with swallowing problems evidenced by individuals with common medical disorders (e.g. dementia, ALS, TBI), and be able to use this information in planning assessment and treatment..

Knowledge and Skills Analysis (KASA)

This course contributes to acquisition of the following knowledge and skills, delineated by the American Speech-Language Hearing Association as required components of education and training in speech-language pathology.

For majors in speech-language pathology, this course contributes to:

- Standard III-B: Swallowing Processes:
 - Biological, Neurological, Acoustic, Psychological, Developmental/Lifespan, Cultural
- Standard III-C: Swallowing: Etiologies, Characteristics
- Standard III-D: Swallowing: Prevention, Assessment, Intervention
- Standard III-E: Standards for Ethical Conduct
- Standard III-F: Research and Integration of Research Principles into Evidence-based Clinical Practice

Course Requirements

Exams

Two exams will be administered. Exam 1 is worth 20% and Exam 2 is worth 25% of the final grade.

MBSImP Assignment (20%)

This is due by 11:59 PM, 12/16. See [MBSImP student training program](#) next page.

Pediatric Lab Assignment (20%)

This is due by 11:59 PM, 12/16. See [Pediatric Lab training program](#) next page.

Hot-Topic Presentations (10%)

Students will work in groups to lead a discussion a particular topics such as Historical, Philosophical, Theoretical and Ethical issues in providing integrated services to individual with disabilities.

Students should use PowerPoint slides and/or videos to facilitate the discussion. Each topic is scheduled on a specific date shown on Course Outline. Details see Assignment Instruction.

CTCPD 2a, 2a, 2b, 2b, 4b, 4b

Case Report (10%)

Encompassing Historical, Philosophical, Theoretical and Ethical issues in providing integrated services to individual with disabilities.

Students will develop hypothetical treatment/management plans for several clinic cases. The written report is due by 12/6. Details see Assignment Instruction.

CTCPD 2a, 2b, 4b

Grading

Final grade will be based on the quizzes, exams, a case study, a research paper, a group presentation and supplement activities.

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = ≤ 59%

MBSImP student training program

A videofluoroscopic swallowing (VFSS/ MBSS) exam is a commonly used methodology for evaluating the structures and actions involved in swallowing in real time. The Modified Barium Swallow Impairment Profile: MBSImP™© Web-Based Training (B. Martin-Harris; Northern Speech) was originally devised as a way to provide clinicians with a review of the anatomy and physiology of the swallowing mechanism, and training in an objective scoring procedure that can standardize the evaluation process. Students enrolled in a graduate course on dysphagia may enroll in this training program at a greatly reduced price, providing them with a review of the anatomy and physiology of the normal swallow, as well as ability to view and assess hours of recorded swallowing studies of individuals with a variety of medical diagnoses in a way not typically available for students.

CTCPD 3c, CTCPD 3c, CTCPD 3c

Instructions: This assignment requires quiet and repeated viewing of videoswallow studies on the online MBSImP website. Viewers can repeat studies, view frame by frame, and initially are helped by an animation paired with the actual film as students first become familiar with the anatomical landmarks. Based on previous student reports, you should allow about 30 - 40 hours to complete the assignment and achieve a score that

students find acceptable, so you are urged to begin the process during the first week of the course. The cost of the training program for students is \$75.

Grading: The passing score for this assignment is 65 for the MBSImP training (the score on your MBSLmp certificate). However, your final grade on this assignment will be your final score on the assessment portion of the MBSImP (the score on your MBSLmp certificate), plus a 5-point bonus for completing the MBSImP online training. For example, if your original final score was 75, your final total score for this assignment will be a total of 80. (i.e., 16% of your final grade for CD663)

To access information about the assignment, go to the following website and open a STUDENT account:
<http://www.northernspeech.com/r/e/e95>

Pediatric Lab Training program

The Tubes2Tables training provides students with foundational knowledge and applied skills for working with infants who have feeding and swallowing difficulties. The program offers evidence-based instruction on transitioning from tube to oral feeding, promoting safe swallowing, and fostering positive mealtime experiences. Emphasis is placed on identifying barriers to feeding success, implementing individualized intervention strategies, and collaborating effectively with caregivers to support children's growth and participation in mealtimes.

CTCPD 3c, CTCPD 3c, CTCPD 3c
CTCSLP 4a, CTCSLP 4a, CTCSLP 4a

Grading: The training includes eight assessments and an oral debrief at the end. Evaluation is conducted on a pass/fail basis.

See Course Schedule for Live zoom for Lab Orientation & Debrief. Zoom link will TBA.

KASA Remediation Policy

KASA remediation must be completed on course topics/objectives for which the student did not demonstrate passing competency in the regular course activities. If the final course grade is below a "C" (grade point of 2.00), there is no credit recognized by the University toward completion of a graduate degree requirement. The California Board of Speech-Language Pathology, Audiology and Hearing Aid Dispensers, the California Commission on Teacher Credentialing, and the Council on Clinical Competence of the American Speech-Language Hearing Association will not recognize a course for credit in which the final grade is below a "C".

University courses provide the opportunity for students to demonstrate competency in various knowledge and skill areas (KASA) that are requirements for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language Association. Courses may involve one or more areas of the KASA, as described in course syllabi. In order to receive recognition of competency, for each course objective a student must demonstrate performance at a grade equivalency of a "C" (as the instructors define this performance within each course).

Remediation activities will not result in a grade change. Remediation activities will be negotiated between the instructor and the student and will be documented by the instructor as part of the course evaluation (e.g., the

instructor will maintain these records as part of their grade sheet). A student needing remediation in a particular topic/skill area will be given two opportunities by the instructor to pass remediation. The student has the right to petition the Department Chair to request a third opportunity to pass remediation. In the event that remediation does not lead to competency in a particular KASA skill, the instructor will place documentation stating which objectives were not met in the course in the student's permanent file and the Graduate Officer will be notified. The department will not approve the student's KASA paperwork for ASHA certification if the student has not passed remediation.

Class Policies

Professionalism

Please arrive on time and DO NOT miss the classes. Cell phones must be turned off or placed on vibrate during class. If you have an emergency call you need to take, step out in the hall. TEXT MESSAGING/EMAILING & WEB SURFING ARE PERMITTED DURING CLASS. Electronic devices must be turned off in class and during examinations. If a student is found to be texting or using the phone during class, the student will be asked to leave.

A Note About Artificial Intelligence (AI) Tools

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT, Google Gemini, and Microsoft Copilot/Bing for text and Adobe Express/Adobe Firefly, Dall-E, and Night Cafe for images. This policy governs all such tools, including those released during our semester together. A more complete statement of my AI policy will be provided in the first Zoom session, but my policy can be summarized as:

- You may use text-based tools to help improve your writing or to find references/resources, but you may not use these tools to generate text for your assignments. (If you do not understand the distinction, please reach out to me.)
- Use of AI tools to write your papers or other assignment submissions or failure to disclose use of AI tools in the context of your classwork, will be treated the same as any other kind of academic dishonesty (see A NOTE ABOUT APPROPRIATE ACADEMIC CONDUCT, in this syllabus).
- *If you use AI tools, you **must disclose** this in the assignment/submission, indicating what tool was used, what it was used for, and **your reflections** on the experience.

Please note: An AI-powered plagiarism detection tool is integrated into Canvas. It automatically reviews all report submissions and will notify both you and the instructor if any content is flagged for potential plagiarism. To avoid issues, ensure that all work submitted is your own and properly cited when necessary.

Academic Honesty

You are responsible for making yourself aware of and understanding the policies and procedures in the University Catalogs that pertain to Academic Honesty. Students should follow all policies concerning academic honesty as specified in their student code of conduct. Students should not copy activities that other students have done. In this course and all others, acts of cheating, plagiarism, misrepresentation, or other forms of dishonesty are not tolerated. Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade in the course, to referral to the Office of Student Affairs for determination of suspension or dismissal from the University, as described in the University Catalog, as well as online at

<http://www.csun.edu/catalog/policies/academic-dishonesty/> (retrieved 08/01/2015)

Attendance in class is not counted toward a final grade; however, getting to class is central to getting the most out of the course. If you miss a class, you are responsible for getting notes from other students. Inform your instructor if you will miss a class or have to leave during class.

Accommodations for Special Needs & Diversity, Equity, and Inclusion Statement

Special Needs

Students with a documented disability, including a learning disability, are eligible for accommodations through Disability Resources and Educational Services (DRES). Students are encouraged to request accommodations early on and to discuss their accommodations with me as soon as they are approved by Disability resources and Educational Services (DRES).

Diversity, Equity, and Inclusion Statement

Our university is committed to fostering a diverse, equitable, and inclusive learning environment. This course values the unique backgrounds, perspectives, and experiences of all students, as these are essential to our collective learning and academic excellence.

As an instructor, I am dedicated to creating a classroom where everyone feels welcomed, supported, and empowered to succeed. If you encounter any barriers to your learning or need accommodations, please reach out to me so we can work together to address your needs.

Course Outline (Subject to revision)

Introduction & Normal Swallow Physiology

WK 1:

Introduction to Dysphagia: what is it, what is the SLPs responsibility?

What are the issues surrounding diversity, culture, religion and cognition etc., in the process of assessment and treatment.

A Big Picture of Normal Swallowing

CTCPD 5b, 5c, 7a

CTCSLP 1a, 1b, 3a, 3a

WK2:

Anatomy & Physiology of Aerodigestive Tract: A Lifespan Perspective

Causes and characteristics of Dysphagia and the Clinical bedside Swallow Exam: Assessment to determine the initial status, progress and need for program modification.

CTCPD 5b, 5c, 7a

CTCSLP 1a, 1b

Assessment & Management of Dysphagia

WK 3:

Bedside swallow Exam

Review in-class activity

WK4:

Bedside swallow Exam (cont'd)

Instrumental swallow Exam

ASHA Guideline: FESS Exam (https://www.asha.org/practice-portal/resources/flexible-endoscopic-evaluation-of-swallowing/?srltid=AfmBOor8jzu5jWU4D3LO3P8se9p9EL_dOHc9DzdqldM5yE_8HWHlI43W)

WK 5:

Exam 1: Objective multiple choice, true/false, and/or fill-the-blank test covering: (Dysphagia: anatomy, etiology, evaluation) – Causes and characteristics of Dysphagia and the clinical bedside Swallow Exam; the SLPs responsibilities and the relevant issues associated with ethics and an awareness of diversity such as culture, religion, and cognition, etc. in the process of assessment and treatment.

CTCPD 5b, 5c, 7a

CTCSLP 1a, 1b, 3a

WK 6:

Swallowing Assessment (cont'd) & Dysphagia Management

EBP case study and Report

WK 7:

Preventative Measures and Treatment Approaches for Managing Dysphagia Part 1

Collaboration with Client, Family, and educated.

CTCSLP 5a, 5b

Hot Topic 1:

A. Can using thickened liquids really reduced aspiration?

B. Is pulse oximetry a reliable method of identifying silent aspiration?

CTCSLP 5a, 5b

WK 8:

Treatment Approaches to Managing Dysphagia Part 2: interpreting tests, initiating the proper treatment procedures and evaluating progress.

Hot Topic 2: What does research say about the E---Stim Treatment in Treatment in dysphagia?
Interpreting results

Hot Topic 3: What does the research say about the free water protocol? Safe? Effective?

CTCSLP 4e, 5e

CTCSLP 4e, 5e

WK 9:

Special Issues & Ethics

Hot Topic 4: Feed or not? Ethical considerations in Adults

WK 10: Exam 2

Objective multiple choice, true/false, and/or fill-in-the-blank test covering:

(Dysphasia all) including interpreting tests, initiating the proper treatment procedures and evaluating progress; E-Stim treatment; free water protocol; and preventive measures and treatment approaches for managing dysphagia including collaboration with Client, Family, medical personnel and educators.

CTC SLP 3a, 4e, 5a, 5b, 5e

WKs 11, 12, 14 & WK 15

Pediatric training lab begin: Orientation and Talk: Dr. Ferguson

Online training Assessments & Debrief: Evaluate students' understanding of pediatric feeding and swallowing principles and their ability to apply evidence-based strategies. Along with the final oral debrief, the assessments ensure students can integrate theory into effective, family-centered clinical practice.

CTCPD 3c

CTCPD 3c

CTCPD 3c

CTCSLP 4a

CTCSLP 4a

CTCSLP 4a

WK 16

MBSImP DUE by 11:59 PM

CD 663 FEEDING DISORDERS

Linking Document

Introduced (I)

Practiced (P)

Assessed (A)

CTCPD

Standard 2a page 3	2a page 3	2a page 3
Standard 2b page 3	2b page 3	2b page 3
Standard 3c page 3,4,8	3c page 4,5 8	3c page 4,5,8
Standard 4b page 3	4b page 3	4b page 3
Standard 5b page 6	5b page 6	5b page 7,8
Standard 5c page 6	5c page 6	5c page 7
Standard 7a page 6	7a page 6	7a page 7

CTCSLP

Standard 1a page 6	1b page 6	1b page 7
Standard 1b page 6	1b page 6	1b page 7
Standard 3a page 6	3a page 6	3a page 7
Standard 4a page 8	4a page 8	4a page 8
Standard 4e page 7	4e page 7	4e page 8
Standard 5a page 7	5a page 7	5a page 8
Standard 5b page 7	5b page 7	5b page 7,8
Standard 5e page 7	5e page 7	5e page 8