

CSDS 220 – INTRODUCTION TO DYSPHAGIA AND TRAUMATIC BRAIN INJURY

INTRODUCTION AND COURSE DESCRIPTION

CSDS 220 is a graduate level course designed to introduce students to the assessment and treatment of Dysphagia (Swallowing Disorders) and the cognitive and communicative disorders associated with Traumatic Brain Injury (TBI). Anatomy and physiology will be covered as it relates to the normal and disordered swallow, the consequences of traumatic brain injury, and the recovery process from traumatic brain injury. Basic assessment and treatment procedures will be introduced for both disorders. This class is a prerequisite to going off campus for a medical externship (CSDS 267) and to the *Advanced Clinical Procedures for the Assessment and Treatment of TBI and Dysphagia* seminar (CSDS 221). It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3 unit class, you should expect to study an average of 6 hours outside of class each week.

DEPARTMENT OF COMMUNICATIVE DISORDERS AND DEAF STUDIES' MISSION STATEMENT

The mission statement of the Department of Communicative Sciences and Deaf Studies at CSUF is to disseminate knowledge and to train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people with various cultures, and offering opportunities for research and scholarship in communicative disorders and deaf studies.

	M.A. in Speech-Language Pathology California State University, Fresno
CSDS 220: Introduction to Dysphagia and Traumatic Brain Injury	Instructor:
Units: 3	Office Location:
Time:	E-Mail:
Location:	Telephone:
Website: located on CANVAS	Office Hours:

Prerequisites for the course: This course is only available to graduate students in the Speech-Language Pathology Master’s Program. Graduate students from other programs will need to contact the course instructor for special permission.

Required Textbook and Materials

Haskins, E. (2012). *Cognitive Rehabilitation Manual*. Reston, VA: ACRM Publishing. ISBN # 978-0615538877

Logemann, J.A. (1998) *Evaluation and treatment of swallowing disorders*. (2nd ed.) Austin, TX: Pro Ed.

CANVAS:

The syllabus, course outline, and other important class information will be posted on CANVAS. Students may self-enroll in the Canvas Student Orientation Course using this link: <https://fresnostate.instructure.com/enroll/A9RHAD>

Required Videos: We will discuss this in class. Several videos have been placed on CANVAS and on “reserve” in the Media Center in Henry Madden Library for you to review.

COURSE GOALS AND LEARNING OBJECTIVES

1. The students will demonstrate knowledge of the physiologic and neurologic basis for normal and disordered swallowing. In addition, the students will identify the anatomic aspects, etiologies, characteristics and feeding issues associated with swallowing deficits including information on the oral, pharyngeal and esophageal stages. Students will demonstrate their knowledge in these areas by: a) successfully completing the coursework and course examinations with a passing grade; and b) successfully identifying the anatomic landmarks, as they apply to swallowing, when shown a MBSS or FEES. (CTC Speech-Language Pathology Services Credential Standard 1)
2. Students will demonstrate knowledge of the assessment of swallowing, to include: chart reviews and a bedside evaluation by participating in class discussions; completion of the coursework and course examinations with a passing grade; successful demonstration of a bedside swallow evaluation; successful completion of a dysphagia practicum requiring them to label anatomic landmarks on a MBSS and/or FEES; and completion of a thorough, accurate, and well documented research paper on a specific topic related to dysphagia assessment or treatment. (CTC Speech-Language Pathology Services Credential Standard 3)

3. Students will demonstrate an understanding of the risk factors associated with dysphagia, strategies to prevent or minimize the consequences of dysphagia (e.g., malnutrition, dehydration, pneumonia), and strategies to treat dysphagia by: 1) participation in class discussions requiring them to identify possible causes and consequences of the swallowing disorder; 2) completion of the coursework and course examinations with a passing grade, 3) in class demonstration of selected treatment procedures; and 4) completion of a thorough, accurate, and well documented research paper on a specific topic related to dysphagia assessment or treatment. (CTC Speech-Language Pathology Services Credential Standard 3, 5)
4. Students will identify the cognitive and social aspects of communication as related to Traumatic Brain Injury, including the relevant anatomy, neurology, etiologies, risk factors, characteristics, multi-cultural issues, and other sequela of this disorder. Knowledge in these areas will be demonstrated through successful completion of course examinations; written descriptions and participation in class discussions; and completion of a thorough, accurate, and well documented research paper on TBI. (CTC Speech-Language Pathology Services Credential Standard 3)
5. Students will demonstrate knowledge of selected standardized and informal procedures utilized in the differential diagnosis and assessment of cognitive deficits, pragmatic disorders and speech-language deficits often associated with TBI, Right-CVA, degenerative neurologic disorders and/or dementia by: 1) participating in classroom discussions; 2) successfully completing the coursework and course examinations with a passing grade, and 3) completion of a thorough, accurate, and well documented research paper on a specific topic related to the assessment or treatment of TBI.
6. Students will demonstrate knowledge and understanding of selected procedures for the treatment of TBI and cognitive disorders through participation in classroom discussions, successful completion of class assignments and exams, and completion of a thorough, accurate, and well documented research paper on a specific topic related to the assessment or treatment of TBI.
7. Students will demonstrate an understanding of the psychological and physical issues associated with dysphagia and TBI, and how the assessment or treatment of disorders may vary depending on age, physical or cognitive status, and cultural factors through participation in class discussions. This will include an understanding of multi-cultural issues that can influence the assessment process and treatment outcomes when working with clients from diverse backgrounds.
8. Students will demonstrate analysis, integration and interpretation of research and clinical information pertaining to the assessment and treatment of dysphagia and TBI through participation in class discussions and completion of two annotated bibliographies.

EXAMINATIONS AND MAJOR ASSIGNMENTS

EXAMS

There will be four written exams. The first 2 exams will be worth 50 points each, covering the topic of Dysphagia. The third and fourth exams, also worth 50 point each, will cover the topic of TBI. All tests must be taken at the assigned time. Make up tests will only be given in cases of extreme emergency accompanied by medical or legal documentation of the reason for the absence. See *Tentative Course Schedule* for test dates.

Exam 1: Exam 1 will require students to describe the anatomy, physiology and neurology required for each phase of a normal swallow, and what can go wrong in each phase to cause a disordered swallow.

Exam 2: Exam 2 will require students to describe the components of a comprehensive swallowing evaluation, including the chart review, bedside evaluation, MBSS and FEES. Students will also be required to identify appropriate diet modifications and treatment strategies, given a specific swallowing disorder.

Exam 3: Exam 3 will require students to identify the cognitive and social aspects of communication as they related to Traumatic Brain Injury, including the relevant anatomy, neurology, etiologies, risk factors, characteristics, multi-cultural issues, and other sequela of this disorder. (CTC Speech-Language Pathology Services Credential Standard 3)

Exam 4: Exam 4 will require the students demonstrate knowledge of procedures utilized in the differential diagnosis, assessment, and treatment of cognitive deficits, pragmatic disorders, and speech-language deficits often associated with TBI. (CTC Speech-Language Pathology Services Credential Standard 3)

ANNOTATED BIBLIOGRAPHY / RESEARCH PAPER (CTC Speech-Language Pathology Services Credential Standard 3)

Two annotated bibliographies, containing 5 references each, are due to the instructor. These are worth 25 points each. The first, on the topic of dysphagia is due by **10/3/19**. The second, on the topic of TBI/Cognitive Rehabilitation, is due to the instructor by **11/21/19**. The format for these will be presented in class and posted on CANVAS. These need to incorporate research-based articles from peer reviewed journals. Please turn in a neatly typed assignment utilizing APA (7th ed.) format.

DYSPHAGIA PRACTICUM

The dysphagia practicum has 2 parts. The first part will emphasize the identification and labeling of anatomic landmarks while viewing a MBSS and FEES study. The second part will require you to evaluate 2 clients from their MBSS studies, using a protocol to guide you through your observation (CTC Speech-Language Pathology Services Credential

Standard 3). The practicum will be worth a total of 20 points. See *Tentative Course Schedule* for practicum date.

GRADING CRITERIA

- Exam #1 50 points
- Exam #2 50 points
- Exam #3 50 points
- Exam #4 50 points
- Annotated Bibliographies 50 points
- Dysphagia Practicum 20 points

Total	270 points
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The total number of points earned on the four tests, annotated bibliographies, and practicum will be summed. The final grade will be assigned according to the following criteria:

- 243 - 270 = A
- 216 - 242 = B
- 189 - 215 = C
- 162 - 188 = D
- Below 162 = F

ATTENDANCE and OTHER EXPECTATIONS

In accordance with procedures of CSUF, withdrawing from one or more classes after the second week of instruction can only be done for serious and compelling reasons. A serious and compelling reason typically includes a medical, emotional or other highly extenuating circumstance that precludes completion of the class.

Tape recording lectures is permissible. You are expected to attend every class. Poor attendance or tardiness may result in a deduction of up to 50 points from your class total. This course covers complex, graduate level subject matter that may not be explained clearly in the reading materials alone. Having said this, it is understood that serious and compelling situations do arise whereby an absence may become necessary. Following such an excused absence, it is the student's responsibility to obtain the class information from another student.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 4 hours outside of class each week. Some students may need more outside study time and some less.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Assignment and Examination Schedule

Date	Assignment	Points
9/17	Exam 1	50
10/3	Annotated Bibliography: Dysphagia	25
10/8	Dysphagia Practicum	20
10/15	Exam 2	50
11/12	Exam 3	50
11/21	Annotated Bibliography: TBI	25
12/19	Exam 4	50

UNIVERSITY POLICIES

Students with Disabilities:

If you have special needs as addressed by the Americans with Disabilities Act (ADA), please contact me immediately. It is the responsibility of students with disabilities to identify themselves to the university and to the instructor. Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.”

You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. *Because the instructor cannot objectively determine a student's intentions, he/she will consider student behavior that is consistent with cheating or plagiarism to be cheating or plagiarism. It is the student's responsibility to avoid any suspicious behaviors.*

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the

University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live." Students are expected to treat the instructor and each other with civility, common courtesy and respect. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. The use of pagers, telephones, or other devices that are disruptive during class is prohibited; such devices must be turned off during class.

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

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TENTATIVE COURSE SCHEDULE

	Date	Topic	Reading Assignment
1	8/22	Review Syllabus Introduction to Dysphagia & Anatomy of Swallow	Logemann, chapters 1, 2
2	8/27	Anatomy of Swallow	Logemann, chapters 1, 2
3	8/29	Anatomy of Swallow and Abnormal Swallow Video: Landmarks and “normal swallow”	Logemann, chapter 4
4	9/3	Abnormal Swallow	Logemann, chapter 4
5	9/5	<i>Movie Time</i> to watch MBSS & FEES	
6	9/10	Abnormal Swallow	Logemann, chapter 4
7	9/12	Abnormal Swallow	Logemann, chapter 4
8	9/17	Exam 1: Normal & Abnormal Swallow	
9	9/19	Assessment of Dysphagia	Logemann, chapters 3, 5
10	9/24	Assessment of Dysphagia	Logemann, chapters 3, 5
	9/26	No Class	
11	10/1	Assessment of Dysphagia	Logemann, chapter 6
12	10/3	Management of Dysphagia Dysphagia Annotated Bibliography Due	Logemann, Chapters 7 – 14
13	10/8	Dysphagia Practicum	Logemann, Chapters 7 – 14
14	10/10	Management of Dysphagia	Logemann, Chapters 7 – 14
15	10/15	Exam 2: Assessment & Treatment of Dysphagia	
16	10/17	TBI Unit I: Introduction to TBI and Treatment Efficacy	Murdoch & Thoedoros, Ch. 1 (CANVAS)
17	10/22	TBI Unit I: Introduction to TBI and Treatment Efficacy	Murdoch & Thoedoros, Ch. 1 (CANVAS)
18	10/24	Unit II: Review of Anatomy in TBI and the Mechanism of TBI	
19	10/29	Unit III: Consequences of TBI: cognitive impairments, communication impairments, psychological disorders, and behavioral problems	

	Date	Topic	Reading Assignment
20	10/31	Unit IV: Recovery Mechanism, Stages of Recovery and Sequence of Rehab. Intro: Glasgow Coma Scale and Rancho Scales	Rancho Scales (CANVAS)
21	11/5	Continue with Unit IV (Rancho Scales)	
22	11/7	Continue with Unit IV (Rancho Scales)	
23	11/12	Exam 3: Units I - IV	
24	11/14	Unit V: Assessment of TBI Intro: BTHI, RIPA, SCATBI, Burns, Weschler Memory Scale, MIRBI, and other tests or Informal Procedures	Sohlberg and Mateer, ch. 4 (CANVAS)
25	11/19	Unit VI: Introduction to Treatment of TBI	Haskins, Ch. 1
26	11/21	Unit VII: Rehab for Impaired Executive Function TBI Annotated Bibliography Due	Haskins, Ch 2
27	11/26	Unit VII: Rehab for Impaired Executive Function	Haskins, Ch 2
	11/28	No Class - Thanksgiving	
28	12/3	Unit VIII: Rehab for Impaired Memory	Haskins, Ch. 3
29	12/5	Unit IX: Rehab for Impaired Attention	Haskins, Ch. 4
30	12/10	Unit X: Rehab for Impaired Social Communication	Haskins, Ch.6
31	12/17	Exam 4: Units V – X Tues., December 17 (1:15-3:15)	