Description of Course
This course will cover normal and disordered deglutition in adults and children. It is intended to provide the student with an understanding of the anatomy, physiology, and pathophysiology of the oral and pharyngeal stages of deglutition; to familiarize the student with various methods for assessment of the oropharyngeal swallow; and to develop the student’s ability to select appropriate behavioral treatment options based upon diagnostic information. Upon successful completion of this course, students will be prepared for supervised work with patient populations at risk for, or with known, dysphagia at practicum entry-level skill.

Instructor and Contact Information
Instructor: Meghan Darling-White, Ph.D., CCC-SLP  
Email: darlingwhite@email.arizona.edu  
Office: SLHS 528  
Phone: (520) 626-6460  
Office Hours: By appointment

Course Objectives and Expected Learning Outcomes
At the end of this course, it is anticipated that students will:
1. Demonstrate understanding of the anatomy, neuroanatomy, physiology, and neurophysiology as it relates to the swallowing process across diseases and related to age
2. Describe the various etiologies and characteristics of abnormal swallowing physiology in adults and children
3. Describe the clinical procedures required to perform a clinical bedside evaluation of swallowing in children and adults
4. Be able to identify critical landmarks presented on videofluoroscopy and FEES and demonstrate the ability to make diagnostic interpretations based on instrumental assessments at a beginner level
5. Be cognizant of the nutritional needs of patients with dysphagia and the importance of working across an interdisciplinary team including effective patient counseling to discuss appropriate prevention methods and alleviate dysphagia risk across patients
6. Determine appropriate treatment options for various causes of dysphagia and develop treatment protocols

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at http://catalog.arizona.edu/2015-16/policies/classatten.htm

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

Participating in the course and attending lectures and other course events are vital to the
learning process. As such, attendance is expected at all lectures. If you are absent for any reason, it is highly recommended that you meet with me to go over what you missed.

Course Communications
I will distribute information via your official UA e-mail address and D2L. Please do not hesitate to ask questions about course content or assignments/exams during class time or via email. My response time will be longer if you email me in the evening or on weekends.

Required Texts or Readings

Additional Reading and Resources: Additional readings and resources required for this course will be posted on D2L.

Required or Special Materials
Web Account: You will be required to complete the Modified Barium Swallow Impairment Profile (MBSImP) online training. You should register at: http://www.northernspeech.com/r/e/e95. It costs $75. If you have any technical troubles with the registration process or while completing the training, please contact Tom Slominski at tom@northernspeech.com.

Assignments and Examinations: Schedule/Due Dates
1. MBSImP training (20%): This training program is divided into three parts. The first two modules (Learning Zone & Training Zone) will be graded as pass/fail. You will receive full credit for those parts of the training (5% per zone) by turning in proof of completion by the specified dates. The remaining 10% of the MBSImP score will be determined by your score on the Reliability Zone as follows:

<table>
<thead>
<tr>
<th>Score in Reliability Zone</th>
<th>% of the allotted points</th>
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<tbody>
<tr>
<td>80-100</td>
<td>100</td>
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<tr>
<td>60-79</td>
<td>80</td>
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<tr>
<td>40-59</td>
<td>60</td>
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<tr>
<td>1-39</td>
<td>40</td>
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</tbody>
</table>

Be aware that the Learning Zone contains over 70 videos of individual swallows, the Training Zone contains 20 videos of individual swallows and 15 videos of full studies, and the Reliability Zone contains 10 videos of full studies. Northern Speech Services suggests allotting 30 hours for completion of the training program. You have 10 weeks to complete the training. Do NOT leave it to the last minute.

2. Assignments (20%): There will be 4 assignments throughout the semester. Each assignment will be worth 5% of your grade. Due dates for each assignment are listed on the course calendar. Below is a brief description of each assignment. You will get more detailed information during the semester.
   a. Anatomy & Physiology Quiz: You will take a quiz covering anatomy, neuroanatomy, physiology, and neurophysiology as it relates to the swallowing process. This quiz will be administered via D2L.
   b. Oral Mech Practical: You will perform an oral mechanism exam on a “patient”. You will not be allowed to use your notes during this practical exam (i.e., you must have the steps of an oral mechanism exam memorized).
   c. Product Review: You will choose a product that can be used to facilitate safe swallowing of liquids with our patients with dysphagia. In addition to researching this product, you will use this product for one full day. Then, write a review about it.
   d. VFSS Report: You will write the ‘impressions’ and ‘recommendations’ sections of a VFSS report.
3. **Exams (60%)**: There will be 3 exams, each worth 20% of your grade. Exam dates are listed on the course calendar.

**Final Examination or Project**

The final exam is scheduled on **Tuesday May 9th from 10:30-12:30pm**. See [https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information](https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information) and [http://www.registrar.arizona.edu/schedules-finals.htm](http://www.registrar.arizona.edu/schedules-finals.htm) for more information.

**Grading Scale and Policies**

Your final grade will be based on your score on the Reliability Zone of MBSImP training, exams, and assignments. Late assignments will be accepted, though the grade on that assignment will be decreased by 10% for every day (24 hour period after deadline) the assignment is late. No assignment will be accepted for credit more than 72 hours after the deadline.

Grading is based on the following metrics: A=90-100%, B=80-89%, C=70-79%, D=60-69%, E<60%

**Requests for incomplete (I) or withdrawal (W)** must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W), respectively.

**Dispute of Grade Policy**: In the event you wish to question the grading of any exam, quiz, or in-class activity, you will need to submit a written appeal to Dr. Darling-White within 1 week of the date that the graded item was made available for review. Written grade appeals should include solid evidence supporting your claim (e.g., textbook pages, lecture slides referenced). Dr. Darling-White will re-grade the portion that is disputed, which may result in a higher or lower final grade. After an exam or quiz has been re-graded, the final grade is non-negotiable.

**Scheduled Topics/Activities**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Introduction to Class</td>
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<tr>
<td></td>
<td>Introduction to Dysphagia</td>
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<tr>
<td>January 17</td>
<td>Anatomy &amp; Physiology of Swallowing</td>
<td>Chapter 2</td>
<td>MBSImP Enrollment screenshot due</td>
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<tr>
<td>January 19</td>
<td>Anatomy &amp; Physiology of Swallowing</td>
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<tr>
<td>January 24</td>
<td>Anatomy &amp; Physiology of Swallowing</td>
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<tr>
<td>January 26</td>
<td>Anatomy &amp; Physiology of Swallowing</td>
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<tr>
<td>January 31</td>
<td>Evaluation</td>
<td>Chapter 7</td>
<td>A &amp; P Quiz due</td>
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<tr>
<td>February 2</td>
<td>Evaluation</td>
<td></td>
<td>MBSImP Learning Zone screenshot due</td>
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<tr>
<td>February 7</td>
<td>Evaluation</td>
<td></td>
<td>Chapter 8</td>
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<tr>
<td>February 9</td>
<td>Evaluation</td>
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<tr>
<td>February 14</td>
<td><strong>Exam 1</strong></td>
<td></td>
<td>Week of Oral Mech Practical</td>
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<tr>
<td>February 16</td>
<td>Treatment</td>
<td>Chapter 9</td>
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<td>February 21</td>
<td>Treatment</td>
<td>Chapter 10</td>
<td></td>
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<tr>
<td>February 23</td>
<td>Treatment</td>
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<tr>
<td>February 28</td>
<td>Treatment</td>
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<tr>
<td>March 2</td>
<td>Nutrition</td>
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<td>March 7</td>
<td>Aging</td>
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<td>MBSImP Training Zone screenshot due</td>
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<tr>
<td>March 9</td>
<td>Adult Neurologic Disorders</td>
<td>Chapter 3</td>
<td>Product Review due</td>
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<tr>
<td>March 14</td>
<td>Spring Break: No Class</td>
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</tr>
<tr>
<td>March 16</td>
<td>Spring Break: No Class</td>
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</tbody>
</table>
Classroom Behavior Policy
To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Accessibility and Accommodations
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.
The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

**UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Additional Resources for Students**

UA Academic policies and procedures are available at [http://catalog.arizona.edu/2015-16/policies/aaindex.html](http://catalog.arizona.edu/2015-16/policies/aaindex.html)

Student Assistance and Advocacy information is available at [http://deanofstudents.arizona.edu/student-assistance/students/student-assistance](http://deanofstudents.arizona.edu/student-assistance/students/student-assistance)

**Confidentiality of Student Records**

[http://www.registrar.arizona.edu/ferpa/default.htm](http://www.registrar.arizona.edu/ferpa/default.htm)

**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
## Learner Outcomes for SLHS Coursework Relative to ASHA 2014 Standards


<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>IV-B</th>
<th>IV-C 1</th>
<th>IV-C 2</th>
<th>IV-C 3</th>
<th>IV-C 4</th>
<th>IV-C 5</th>
<th>IV-C 6</th>
<th>IV-C 7</th>
<th>IV-C 8</th>
<th>IV-D</th>
<th>IV-E</th>
<th>IV-F</th>
<th>IV-G</th>
<th>IV-H</th>
<th>V-A</th>
<th>V-B</th>
<th>V-B</th>
</tr>
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<tbody>
<tr>
<td>Demonstrate understanding of the anatomy, neuroanatomy, physiology, and neurophysiology as it relates to the swallowing process across diseases and related to age</td>
<td>X</td>
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<td>Describe the various etiologies and characteristics of abnormal swallowing physiology in adults and children</td>
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<tr>
<td>Describe the clinical procedures required to perform a clinical bedside evaluation of swallowing in children and adults</td>
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<td>Be able to identify critical landmarks presented on videofluoroscopy and FEES and demonstrate the ability to make diagnostic interpretations based on instrumental assessments at a beginner level</td>
<td>X</td>
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<tr>
<td>Be cognizant of the nutritional needs of patients with dysphagia and the importance of working across an interdisciplinary team including effective patient counseling to discuss appropriate prevention methods and alleviate dysphagia risk across patients</td>
<td>X</td>
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<tr>
<td>Determine appropriate treatment options for various causes of dysphagia and develop treatment protocols</td>
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<td>X</td>
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</tbody>
</table>

### Basic Processes
- Articulation
- Fluency
- Voice and Resonance
- Language
- Hearing
- Swallowing
- Cognitive Aspects of Social Aspects of Communication
- Aug/Alt Communication
- Prevention, Assess, and Intervention
- Ethics
- Research
- Professional Issues
- Professional Credentials
- Professional Communication
- Evaluation
- Intervention
- Interaction and Personal Qualities