

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Communication Sciences and Disorders**

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**CSD 5080  
Dysphagia and motor speech disorders  
3 hours**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**STANDARDS FOR ACCREDITATION OF GRADUATE EDUCATION PROGRAMS IN  
AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY  
AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION STANDARDS**

**Standard IV-B**

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Standard IV-C**

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

**Standard IV-D**

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

#### Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

#### Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

#### Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

### **COURSE DESCRIPTION**

A study of diagnosis and therapeutic principles related to dysphagia and motor speech disorders.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Duffy, J.R. (2013). *Motor speech disorders: Substrates, differential diagnosis, and management* (3<sup>rd</sup> ed.). St. Louis: Elsevier Mosby

Logemann, J.A. (1998). *Evaluation and treatment of swallowing disorders* (2<sup>nd</sup> ed.). Texas: Pro•Ed.

### **COURSE OBJECTIVES** (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

By the end of this course, students will demonstrate the ability to:

CO 1. Verbally and graphically provide the causes of motor speech disorders and dysphagia IV-C, A3.1, 3.2

CO2. Verbally and graphically provide the neurophysiology and pathophysiology underlying motor speech disorders and dysphagia IV-C, CLP2

CO3. Discuss the team approach model for referral and service delivery III-D, CLP 3.2

CO4. Discuss the Mayo Clinic Classification System and a description of perceptually based characteristics for motor speech disorders IV-C,

CO5. Demonstrate the ability to perform the perceptual, acoustic, and physiological methods for assessing motor speech disorders IV-D

- CO6. Discuss the normal swallow and the roles of speech-language pathologists in managing swallowing disorders IV-D
- CO7. Demonstrate the ability to perform a clinical swallowing examination III-D
- CO8. Perform techniques for major motor speech treatment areas including the following: respiration, laryngeal functioning, velopharyngeal functioning, articulation, prosody, and rate control for maximizing speech naturalness; IV-D
- CO 9. Discuss principles underlying clinical dysphagia assessment, Videofluoroscopic swallow studies and Fiberoptic Endoscopic Evaluation of Swallowing IV-C
- CO 10. Discuss principles and specific treatment techniques for oral and pharyngeal stage swallowing disorders IV-C

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Students will:

1. Read and comprehend material in textbooks and assigned readings (CO 1, 2, 3, 4, 5, 6, CPL2)
2. Demonstrate knowledge of and comprehension of information covered during class lectures and/ or videos (CO 1, 2, 3, 4, 5, 6, CPL2)
3. Complete four (4) examinations & 4 quizzes IV-C (CO 1, 2, 3, 4, 5, 6)
4. Complete an informal Clinical Swallowing Examination (CSE) & Motor Speech Examination (MSE) & write report IV-C (CO 7, 8, 9, A3.1, 3.2)
5. Complete simulation laboratory & reflection paper IV-D (CO 7, 8, 9, TL2.1, 2.2, 3.2)
6. Interpretation and write-up of a VFSS IV-D (CO 7, 8, 9, TL2.1, 2.2, 3.2)
7. Analyze and complete one case study on selected patient information (CO 7, 8, 9, A 3.1, CPL, IV-D, IV-F)
9. Complete clinical reasoning and critical thinking case review sheets (CO 7, 8, 9, CPL3, 3.3, IV-D, IV-G)
10. Complete screening forms and outcome measures (CO 7, 8, 9, CPL 3, 3.3, IV-D)
11. Develop bedside exercises for swallowing therapy (CO 7, 8, 9, CPL 3, 3.3, IV-D)

**See Activity packet**

**Application/Competencies to be developed:** ASHA requires that students demonstrate both knowledge and skills related to management and communication of swallowing disorders. Each student will complete the following:

1. Administration of an informal clinical swallowing examination & motor speech examinations & write report of results
2. Interpretation and write-up of Videofluoroscopic Swallow Study videos
3. Complete Chart Reviews and other outcome measure
4. Scope manikin and trach tube removal from manikin

## **COURSE EVALUATION**

Total number of points will be multiplied by the percentage for each activity. All work must be typed and APA format followed where appropriate. **No late assignments will be accepted.** No make-up tests will be given. Any unusual circumstances that prevent the student from taking a test on the assigned date will have to be approved by the instructor.

1. Students will follow outline provided to them of tentative class lectures. It is the responsibility of each student to read all assigned chapters and materials regardless if the material is covered in class lectures. IV-D
2. Students will follow outline of scheduled tests and assignments due dates IV-D
3. Students will administer informal Clinical swallowing examination & Motor Speech and Swallowing Examinations IV-D
4. Students will interpret a Videofluoroscopic Swallow Study (VFSS) and write the results in the form of an Examination Report IV-D
5. Students will analyze and write the results of one (1) case study IV-D, IV-F
6. Complete clinical reasoning and critical thinking case review sheets IV-D, IV-F
7. Students will complete screening forms and outcome measures IV-D
8. Develop treatment exercises for motor speech and swallowing notebook IV-D, IVF

### **Grading Scale**

A	=	94-100
B	=	93-87
C	=	86-80
D	=	79-73
F	=	72 and below

### **Grading Disagreements:**

If a student disagrees with a test grade, s/he must **make an appointment with the instructor within 24 hours** of receiving the grade to set up a time to meet to discuss the disagreement. No care will be given to the matter if the time extends beyond 24 hours.

### **Assignments**

Clinical Swallowing Examination report	5%
Motor speech examination and report	5%
Clinical reasoning and critical thinking and case review	5 %

**Clinical reasoning and critical thinking case reviews will be completed individually and sometimes as a team. They will be completed at the end of class. You will have 15-30 minutes to complete each sheet. These activities are designed to get you to critically think about a case and make the best clinical decision “on the spot.”**

Videofluoroscopic Swallow Study & write-up	5%
Dysphagia simulation (FEES passing/manikin) & reflection	5%
Simulation lab & reflection	5%
Bedside Exercises for Swallowing Therapy (BEST)	5%
Case Study ( <b>Team</b> )	15%

### **Examinations**

#### **Total 50%**

Four quizzes (25 points each) 100 points total	10%
Examination I	10%
Examination II	10%
Examination III	10%
Final Examination	10%

**Total 50%**

## **ATTENDANCE POLICY**

All students who have missed more than what the university policy indicates, will receive a failing grade. Any unusual circumstances should be discussed with the professor. If you are absent and a worksheet is provided, you will not be given any credit for completion of the worksheet. Students will be considered absent when they come to class late after the roll has been called, after the lecture has begun, and when they leave class early.

## **PROFESSIONALISM**

- Students will participate in national and local NSSLHA chapter activities as appropriate.
- Students will read and comment on posts of SIGs 13.
- All students are expected to arrive to class on time. You will be considered absent if you arrive after the lecture has begun, after the roll has been taken, and when you leave class before the end of class.
- All cell phones are to be turned off during class. Students are discouraged from stepping out of class to talk on their cell phones. Anyone caught texting will be asked to leave.
- You may use your computer for taking notes only. Anyone caught surfing the web, sending emails, or visiting social medial websites will be asked to leave. The professor will take appropriate steps for disciplinary action through the department's policy committee.
- There will be no audio taping of lectures. Those students who present proper paperwork from the student access office will be granted permission according to the law.
- Students must wear casual/professional attire to class. All body parts must be appropriately covered.
- When writing emails to the professor please begin your email with the following: Good morning/afternoon. This is \_\_\_\_\_. I am writing (explain to me why you are writing). Do not write to me addressing me as "Hey you", "hey". I will not reply.
- All of your professors are to be addressed as either "Dr.", "Mrs.", "Ms." or "Mr." Do not call them by their last names without putting a title in front of it.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Campus Carry refer to <http://www.valdosta.edu/administration/finance-admin/police/campuscarry/>

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of *Positively Impacting Learning Through Evidence-Based Practices*

Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **Title IX Statement (Required)**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

Grade sheet dysphagia & motor speech disorders  
It is your responsibility to keep up with your own grades

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

**Grading Scale**

- A = 94-100
- B = 93-87
- C = 86-80
- D = 79-73
- F = 72 and below

Clinical swallowing examination report	_____	/100 x 5% =	_____
Motor speech examination	_____	/100 x 5% =	_____
Clinical reasoning and critical thinking and case reviews	_____	/100 x 5% =	_____
Videofluoroscopic Swallow Study report	_____	/100 x 5% =	_____
Simulation lab & reflection	_____	/100 x 5% =	_____
Mannequin scope passes & reflection	_____	/100 x 5% =	_____
Bedside Exercises for Swallowing Therapy (BEST)	_____	/100 x 5% =	_____
Case Study (Team)	_____	/100 x 15% =	_____

**Total points for projects = (50%)** \_\_\_\_\_

Quiz 1	_____ /25
Quiz 2	_____ /25
Quiz 3	_____ /25
Quiz 4	_____ /25

Total	_____	/100 x 10% =	_____
Examination I	_____	/100 x 10% =	_____
Examination II	_____	/100 x 10%	_____
Examination III	_____	/100 x 10%	_____
Final Examination	_____	/100 x 10%	_____

**Total points for exams (50%) =** \_\_\_\_\_

**Semester Total Points** \_\_\_\_\_

**Final Grade** \_\_\_\_\_