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 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 the practicum entry-level skill.

Instructor and Contact Information
Instructor: Kathleen R. Cazzato, MA, CCC-SLP
Email: kcazzato@email.arizona.edu
Office: SLHS Room 422
Phone: (520) 621-2527
Office Hours: By appointment; You are also welcome to stop by my office for brief discussions if my door is open.

Course Format and Teaching Methods
This course will consist of lecture, group discussion, analysis and discussion of journal articles, and case studies to promote critical thinking of material.

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 in typical populations, 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
Participating in the course and attending lectures and other course events are vital to the
learning process. Attendance in class is expected. It will be very difficult to do well in this class without consistent attendance and participation in lectures, discussions, and group activities. That said, your learning is your responsibility. Formal attendance will not be taken each class. It is assumed that if you are miss class it is for a good reason, and you will accept and remedy the consequences of your absence. You are responsible for obtaining missed information and materials. If you have an unexpected emergency which will interfere with completion of exams or assignments, contact me as soon as possible so arrangements can be made.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

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 pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: https://deanofstudents.arizona.edu/absences

Course Communications
All course communications will be provided via your official UA e-mail address and D2L. You are encouraged to ask questions about course content or assignments/exams during class times, via e-mail, or in person with an appointment.

Required Texts or Readings

Additional Readings: Journal readings are a large component of the reading material for this class. These will be posted on D2L for the date they will be discussed. It is expected that you will read assigned articles prior to class.

Required or Special Materials
You will be required to complete the student version of the Modified Barium Swallow Impairment Profile (MBSImP) online training. The training is $79, and can be accessed in the following manner:

- Navigate to NorthernSpeech.com
- Click the University Access Link
- Find University of Arizona in the drop menu and enter access code ARZ176
- Among the available courses, you’ll see course #e95, which is the student MBSImP Training Course
- For assistance with enrollment or tech support, email tom@northernspeech.com.

Assignments and Examinations: Schedule/Due Dates
1. Exams (60%): There will be 3 exams, each worth 20% of your final grade. Exam dates are listed on the course calendar. Please note, the information for this class is cumulative, thus each exam can and will contain information introduced during any previous portion of the class

2. MBSImP Training (20%): This training program is divided into three modules – a Learning Zone, a Training Zone, and the Reliability Zone. You need to complete each
module before being able to access subsequent ones. The first two modules (Learning Zone and 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>Percentage of Allotted Points</th>
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</thead>
<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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<td>40-59</td>
<td>60</td>
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<td>1-39</td>
<td>40</td>
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</tbody>
</table>

Please keep in mind that this is a time consuming and challenging training. The Learning Zone contains over 70 videos of individual swallows, the Training Zone contains 20 videos of individual swallows and 15 videos of full swallow studies, and the Reliability Zone contains 10 videos of full studies. Northern Speech Services estimates it will take approximately 30 hours or more for completion of this program. You have the entire semester to complete the training – use your time wisely. **It is HIGHLY RECOMMENDED you do not leave this until the last minute.**

3. **In-Class Quizzes (10%)**: There will be 12 in-class quizzes throughout the semester, 10 of which will count toward your final grade. Your 2 lowest scores will be dropped at the end of the semester. Your average quiz grade will be worth 10% of your final grade. Each quiz will contain 10 questions, and will consist of a variety of objective questions such as labeling, multiple choice, true/false, and/or matching.

Starting the second week of class, quizzes will typically occur each Thursday. A quiz schedule is provided on the course calendar. Quizzes will be given at the beginning of each class. You will not be able to make-up in-class quizzes, even if you are late to class or your absence is excused. There will be no exceptions to this policy.

4. **Assignments (10%)**: There will be two assignments to complete during the semester, each worth 5% of your grade. Due dates for each assignment are listed on the course calendar. Below is a brief description of each assignment. Further instructions as well as grading information will be presented in class.

   a) **Oral-Mech Practical**: You will perform an oral mechanism exam on a mock “patient”. This must be memorized, i.e. you will not be able to refer to notes during the exam.

   b) **Treatment Review**: Various treatment approaches will be discussed in class including diet modifications, compensatory strategies, and rehabilitation techniques. You will be assigned to a group for this assignment, and each group will be given a treatment approach to research and implement for a 24-hour period. Your group will then prepare a brief presentation of the pros/cons/difficulties of your particular treatment approach.

**Final Examination or Project**

The final exam is scheduled on **Tuesday May 7th from 10:30-12:30 AM**. For additional information, please refer to [https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information](https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information), and Final Exam Schedule, [http://www.registrar.arizona.edu/schedules/finals.htm](http://www.registrar.arizona.edu/schedules/finals.htm)
Grading Scale and Policies

Your final grade is based on your exam scores, assignments, quizzes, and on your score of the Reliability Zone of the MBSImP. Late assignments will be accepted, however final grade on that assignment will be reduced by 10% per 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%

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

**Dispute of Grade Policy:** In the event you wish to question the grading of any exam, quiz, or assignment, you will need to submit a written request to the instructor within 1 week of the date the graded item was made available for review. Written grade appeals should include solid evidence supporting your claim, such as textbook chapters, lecture slides, or journal articles discussed in class. The instructor will re-grade the item(s) in dispute. Whether this results in a higher or lower grade, the revised version will be your final, non-negotiable, grade.

Scheduled Topics/Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>January 10</td>
<td>Introduction to Class Introduction to Dysphagia</td>
<td>Chapter 1</td>
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<td>January 15</td>
<td>Anatomy &amp; Physiology of Swallowing</td>
<td>Chapter 2</td>
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<td>January 17</td>
<td>Anatomy &amp; Physiology of Swallowing</td>
<td>Quiz #1</td>
<td></td>
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<tr>
<td>January 22</td>
<td>Anatomy &amp; Physiology of Swallowing</td>
<td>Quiz #2</td>
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<td>January 24</td>
<td>Anatomy &amp; Physiology of Swallowing</td>
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<tr>
<td>January 29</td>
<td>Anatomy &amp; Physiology of Swallowing</td>
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<td>January 31</td>
<td>Typical Feeding &amp; Swallowing Development in Infants &amp; Children; Guest Speaker Jennifer Casteix MS, CCC-SLP</td>
<td>Chapter 12</td>
<td>Quiz #3</td>
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<tr>
<td>February 5</td>
<td>Evaluation of Dysphagia</td>
<td>Chapter 7</td>
<td>Quiz #4</td>
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<tr>
<td>February 7</td>
<td>Evaluation of Dysphagia</td>
<td>Quiz #4</td>
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<tr>
<td>February 12</td>
<td>Evaluation of Dysphagia</td>
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<td>MBSImP Learning Zone screenshot due</td>
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<tr>
<td>February 14</td>
<td>Guest Speaker: Nicole Capell, MS,CCC-SLP – Banner University Medical Center</td>
<td>Chapter 8</td>
<td>Quiz #5</td>
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<td>February 19</td>
<td>Evaluation</td>
<td>Quiz #6</td>
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<tr>
<td>February 21</td>
<td>Evaluation</td>
<td></td>
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<tr>
<td>February 26</td>
<td><strong>Exam #1</strong></td>
<td><strong>Week of Oral-Mech Practical</strong></td>
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<td>February 28</td>
<td>Dysphagia Diets and Thickener; Guest Speaker: Leslie Levanovic MS, CCC-SLP</td>
<td>No Quiz</td>
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<td>March 5</td>
<td>Spring Break ~ No Class</td>
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<tr>
<td>March 7</td>
<td>Spring Break ~ No Class</td>
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<tr>
<td>March 12</td>
<td>Nutritional Considerations</td>
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<tr>
<td>March 14</td>
<td>Treatment of Dysphagia</td>
<td>Chapter 9</td>
<td>Quiz #7</td>
</tr>
<tr>
<td>March 19</td>
<td>Treatment of Dysphagia</td>
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<tr>
<td>March 21</td>
<td>Treatment of Dysphagia</td>
<td>Chapter 10</td>
<td>Quiz #8</td>
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</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
At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, https://drc.arizona.edu/) to establish reasonable accommodations.

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...
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/policies](http://catalog.arizona.edu/policies)

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**


**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.