

**California State University, Fresno**  
**Department of Communicative Disorders and Deaf Studies**

**CSD 220**

**Seminar in Dysphagia and Traumatic Brain Injury**

**DEPARTMENT OF COMMUNICATIVE DISORDERS AND DEAF STUDIES'  
MISSION STATEMENT**

The mission statement of the Department of Communicative Disorders 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.

**COURSE DESCRIPTION**

This is an advanced graduate course in the assessment and treatment of the cognitive and communicative disorders associated with Traumatic Brain Injury (TBI) and Dysphagia (Swallowing Disorders).

**COURSE GOALS AND 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; b) successfully identifying the anatomic landmarks, as they apply to swallowing, when shown a MBSS or FEES; and c) successfully evaluating the various components of a normal and disordered swallow presented on a MBSS and/or FEES.
2. Students will demonstrate knowledge of the assessment of swallowing, to include: chart reviews, a bedside evaluation, MBSS and FEES by participating in class discussions; successfully completing the coursework and course examinations with a passing grade; successful demonstration of a bedside swallow evaluation; successful completion of the

dysphagia practicum requiring them to view and analyze 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.

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 current trends in the treatment of swallowing by: 1) participation in class discussions/videos/case history reviews requiring them to identify possible causes and consequences of the swallowing disorder, and to identify appropriate treatment, compensatory strategies, swallowing maneuvers, or diet modifications designed to modify or eliminate symptoms and consequences; 2) in class demonstration of selected treatment procedures; 3) completion of a thorough, accurate, and well documented research paper on a specific topic related to dysphagia assessment or treatment; and 4) completion of a class assignment requiring them to develop an appropriate tx plan for an assigned dysphagia client.

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; participation in class discussions; and/or completion of a take-home or group project requiring them to describe expected characteristics, develop a tx plan, and suggest appropriate tx materials, given a client hx and Rancho Scale rating.

5. Students will demonstrate knowledge of 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: participating in classroom discussions and successfully completing the coursework and course examinations with a passing grade, and 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 current trends in 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 dysphasia 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:

- a) participation in classroom discussions and demonstrations,
- b) successful completion of the coursework and course examinations with a passing grade,
- c) completion of a major class assignment/project requiring them to develop a treatment plan for an assigned Dysphagia & TBI patient,
- d) completion of two annotated bibliographies, and
- e) successful completion of a “Dysphagia Practicum” requiring them to analyze normal and disordered swallows from a MBSS and FEES.

## **REQUIRED TEXTS AND READINGS**

Sohlberg, M. & Mateer, C.A. (2001). *Cognitive rehabilitation: An integrative neuropsychological approach*. New York: The Guilford Press.

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

Course Outline: available on Blackboard.

## **BLACKBOARD**

The syllabus, course outline, laryngeal illustrations and other important class information will be posted on the CSUF Blackboard. If you have difficulty, or have questions regarding use of the



- Project \_\_\_\_\_

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Total

### **GRADING CRITERIA**

The total number of points earned on the three tests, journal reviews, practicum and project will be summed. The final grade will be assigned according to the following criteria:

### **ATTENDANCE & ADDITIONAL REQUIREMENTS**

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.

All tests must be taken at the assigned time. Make up tests will only be given in cases of extreme emergency. 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 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.

**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 exams. However, it is the intent of this definition that the term 'cheating' not be limited to exam situations only, but that it includes 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 published and/or unpublished works of others by misrepresenting the material so used as one's own work." Penalties for cheating and plagiarism range from a no credit or F on a particular assignment, 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.*

**CIVILITY AND DISRUPTIVE CLASSROOM BEHAVIOR:** “The classroom is a special environment in which students and faculty come together to promote learning and growth.” 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.

**REGARDING SPECIAL NEEDS:** 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 will receive reasonable accommodations for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Tentative Course Schedule**

\_\_\_ Review Syllabus

Lecture: “Introduction to Dysphagia” & “Anatomy of Swallow”

Readings: Logemann, chapters 1, 2

\_\_\_ Lecture: Anatomy of Swallow and “Abnormal Swallow”

Readings: Logemann, chapter 4

\_\_\_ Lecture: “Abnormal Swallow”

\_\_\_ “*Movie Time*” to watch Modified Barium Swallowing Studies & FEES

\_\_\_ Lecture: “Abnormal Swallow”

\_\_\_ Lecture: “Abnormal Swallow”

\_\_\_ **Exam #1**

\_\_\_ Lecture: begin “Assessment of Dysphagia”

\_\_\_ Lecture: “Assessment of Dysphagia”

Reading: Logemann, chapters 3, 5

- \_\_\_\_ Lecture: “Assessment of Dysphagia” and “*Movie Time*”  
 Readings: Logemann, chapter 6
- \_\_\_\_ Lecture: “Management of Dysphagia”  
 Readings: Logemann, Chapters 7 – 14
- \_\_\_\_ **Dysphagia Practicum**
- \_\_\_\_ Lecture: “Management of Dysphagia” & Review for Exam
- \_\_\_\_ Lecture: Unit I: Introduction to TBI and Treatment Efficacy  
 Readings: Sohlberg and Mateer, ch. 1-2
- \_\_\_\_ **Exam #2 Dysphagia Annotated Bibliography Due**
- \_\_\_\_ Lecture: Unit II: Review of Anatomy in TBI
- \_\_\_\_ Lecture: Unit III: “Neurologic Disorders Associated with Cognitive  
 Impairments” and “The Mechanism of TBI”  
 Readings: Sohlberg and Mateer, ch. 2
- \_\_\_\_ Lecture: Unit IV: “Recovery Mechanism, Stages of Recovery and  
 Sequence of Rehab.”  
 Intro: Glasgow Coma Scale and Rancho Scales  
 Readings: Sohlberg and Mateer, ch. 2-3
- \_\_\_\_ Continue with Lecture and Readings from 10/21
- \_\_\_\_ Lecture: Unit V: Assessment  
 Readings: Sohlberg and Mateer, ch. 4

\_\_\_\_\_ Continue with Lecture and Readings from 10/28

Intro: BTHI, RIPA, ALPS, SCATBI, Burns, Weschler Memory

Scale, MIRBI, Woodcock-Johnson and Informal Procedures

(TBI Classes \_\_\_\_\_ - \_\_\_\_\_ will focus on Unit VI: “The Management of Cognitive Impairment” and the Readings for the next four classes are: Sohlberg & Mateer, ch. 5-8.)

\_\_\_\_\_ Lecture: “Orientation” and “Attention and Concentration”

Readings: Sohlberg and Mateer, ch. 5

\_\_\_\_\_ Lecture: “Memory Rehabilitation”

Readings: Sohlberg and Mateer, ch. 6-7

\_\_\_\_\_ Lecture: “Memory Rehabilitation” continued

\_\_\_\_\_ Lecture: “Executive Function”

Readings: Sohlberg and Mateer, ch. 8

\_\_\_\_\_ Lecture: Unit VII: Communication Issues Associated with TBI

Readings: Sohlberg and Mateer, ch. 10

\_\_\_\_\_ No Class – CSUF closed

\_\_\_\_\_ Lecture: Unit VIII: Visual Processing Disorders

**TBI Annotated Bibliography Due**

\_\_\_\_\_ Lecture: Unit IX: “Community Reintegration, Psychosocial Issues,  
Family/Caregiver Education and Training”

Readings: Sohlberg and Mateer, ch. 11 – 13

\_\_\_\_\_ Last day of class. Writing Measurable Goals and Objectives.

\_\_\_\_\_ **Final Examination on TBI (100 point**