



CSD 6230 Dysphagia
Spring, 2025 (3 credit hours)
8:00 – 11:00 Thursdays Swaid 215

Instructor: Melanie Meeker, PhD, CCC-SLP
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Office Hours: by appointment – please email for an appointment
Semester/Term: Spring 2025

Course Information

Course Communication Protocols

I plan to utilize Canvas Announcements as my primary means of communication with you as a group. I may also send emails to your Harding email account on occasion, especially for individual communication. I would prefer that you use my Harding email and you can expect a reply within 24 hours during the week. Please don't expect emails to be answered during the weekend. Students are expected to check emails daily and a timely response from you is appreciated. I am happy to schedule times to meet with you individually to discuss any course concept, assignment, quiz or review an exam.

As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. When communicating with teachers or classmates, please remain professional and courteous.

Remember to use person-first language (child with Down syndrome) rather than disability-first language (Down syndrome child), being aware that some individuals now prefer disability-identity language such as Deaf person.

University Mission Statement

Harding's mission is to transform learners for global impact by engaging minds and nurturing faith within a deeply connected community. Explore this section to learn more about our mission, our history and what makes us stand apart as a Christian university.

Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Course Description

Dysphagia, CSD 6230, Spring (3) A study of the anatomical and physiological bases of normal and disordered swallowing in the adult population. Evidence-based evaluation of dysphagia using fluoroscopic and endoscopic methods will be discussed and evidence-based treatment of dysphagia will be covered.

Integration of Faith and Learning Statement

As your instructor, I hope that you see your practice as rehabilitation professionals as a vehicle of service to God's children. In this course, I aim to equip you well to serve His creation in the pursuit of wellness.

Prerequisites: none

Course Rationale

Dysphagia is one area of speech language pathology where we must be concerned with the medical safety of our patients. The purpose of this class is to provide students with an understanding of dysphagia, fundamentals of assessment (both fluoroscopic and endoscopic methods) and current, evidence-based approaches to treatment of the patient with dysphagia.

We will begin with the anatomy and physiology of the normal and abnormal swallow. We will move on to common methods used to evaluate, directly treat, and manage the consequences of dysphagia caused by a variety of physiological failures. The later part of the course will require you to diagnose dysphagia and apply treatment principles for a variety of patient populations. This information will be integrated to provide the student with entry-level knowledge and skills needed to assess adults with dysphagia and design/implement appropriate evidence-based and client-centered treatment plans.

Required Course Materials

Groher M.E. & Crary, M.A. (2021) Dysphagia: Clinical management in adults and children, 3rd Edition. Mosby/Elsevier Press. St. Louis, MO. ISBN 978-0-323-6348-3

Although this resource is available electronically, I strongly recommend use of a paper textbook. Multiple research studies have demonstrated strong correlations between paper (vs. digital) texts and better student learning. You will benefit from the electronic resources available through your book's publisher. I strongly recommend accessing those early in the semester or over the Christmas break.

Membership in SIG-13 - ASHA's Special Interest Group on the topic of Dysphagia

This may be included in your NSSLHA membership, if not it is \$10 and an amazing resource.

McFarland, D. (2023). Netter's Atlas of Anatomy for Speech, Swallowing and Hearing. (4th Ed). Mosby/Elsevier Press. ISBN 978-0323830348

Supplemental readings will be provided over the course of the semester and made available on Canvas.

Dysphagia Resource Center - www.dysphagia.com

Dysphagia Resource Society - www.dysphagiaresearch.org

Speechpathology.com

Textbook Rationale

I know that textbooks represent a significant cost for the college student. In this course, you will utilize the required text heavily and it is an excellent resource for you as you enter professional practice. You may purchase your book directly from the publisher or from Amazon. The e-book is available from the library so hard copies are not available at the HU Bookstore. See note above regarding preference for paper textbook.

Relationship to ASHA standards:

ASHA upholds eight [standards](#) related to academic and clinical training as well as continuing education, acquisition and maintenance of your CCCs. New standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook and students are encouraged to review them. This course primarily contributes to evidence of knowledge and skills described in Standards IV-B, IV-C, IV-D, IV-F, V-A, and V-B.

Upon successful completion of this course, the following CFCC Standards will be met. The instructor may choose to remediate selected concepts while allowing the student to earn course credit.

1. Identify normal and abnormal anatomy as it relates to swallowing. Develop an understanding of neuroanatomical and neurophysiological bases for mastication and deglutition across the lifespan (CAA Std. 3.1.2B).
2. Identify and describe normal and abnormal swallowing function as well as describe various possible etiologies for swallowing disorders in the adult population. (CAA Std. 3.1.2B; 3.1.3B)
3. Assess and diagnose swallowing disorders in each of the four stages of in the adult population. Design appropriate treatment plan, including specific treatment strategies and appropriate rationale (CAA Std. 3.1.3B; 3.1.4B; 3.1.5B).
4. Develop knowledge of the nature of swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and cultural correlates as well as identification, prevention, treatment and assessment of feeding and swallowing disorders in the adult population (CAA Std. 3.1.3B; 3.1.4B).
5. Develop knowledge about evaluation of patient progress and treatment efficacy (when to continue treatment, when to dismiss and when referrals are appropriate) (CAA Std. 3.1.6B).
6. Develop knowledge of processes used in research and the integration of research principles into evidence-based practice in the management of swallowing disorders (CAA Std. 3.5B).

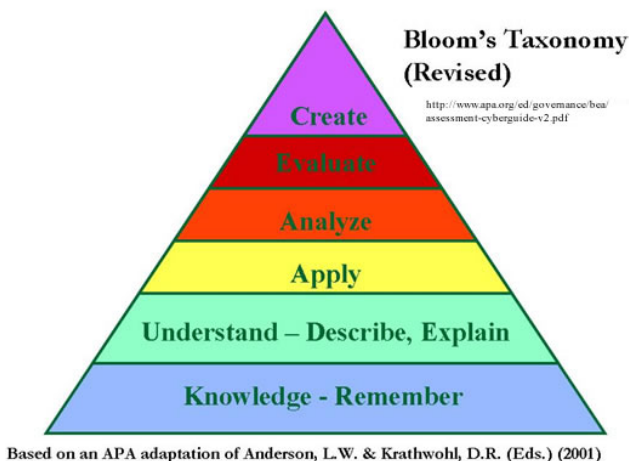
7. Develop skill in the administration of a basic clinical examination of swallowing function (bedside) as well as in the administration and interpretation of videofluoroscopic and flexible endoscopic examinations of swallowing function including appropriate diagnostic reports and reimbursement practices (CAA Std. 3.1.4B).

8. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individuals with swallowing disorders (CAA Std. 3.1.6B; Std 3.1.1B).

Course Outcomes

Development of critical thinking skills is a primary objective of this course. Critical thinking (Bhatnagar, 2013) includes:

- The ability to discriminate essential from trivial information
- Successful consolidation of information in memory and the ability to easily retrieve it
- The ability to apply knowledge
- The ability to present facts from different angles
- The skill to seek information for a full understanding of a case, to explore alternatives and seek explanations



In a graduate course of this nature, we should be interacting with the material at the top of Bloom's Taxonomy. To meet this objective, this course will utilize a teaching approach known as the "flipped classroom." This is a teaching strategy gaining popularity for its ability to take students to a deeper level of mastery than can be achieved thru a traditional didactic lecture format. Look it up online if you'd like to learn more about my approach to this course. Your time outside of class will be structured to provide you with the foundational levels of the material (**knowledge** and **understanding**) using assigned readings, video lectures, quizzes and other resources. We will utilize our class time to build upon that foundation. We will **apply** the knowledge to case studies, **analyze** patient characteristics, available literature and expert opinion, **evaluate** diagnostic findings, conflicting ideas, and evidence-based practice. Finally, we will **create** sound treatment plans consistent with current best practices in dysphagia. Utilizing this framework, you should expect to spend your outside class time building a foundation for yourself so that our class time is used to take you to a higher level of mastery. You will learn the "**what**" outside of class so that we can address the "**how**" and "**what now**"

during our class time.

Course Learning Outcomes - upon the completion of this course, students will be able to:

1. Utilize professional vocabulary for communicating with other professionals about dysphagia and its consequences
2. Describe the incidence and prevalence of dysphagia and its consequences in a variety of patient populations
3. Integrate knowledge about the continuum of healthcare into assessment and treatment practices for adults with dysphagia
4. Integrate knowledge about various diseases and disorders (etiologies) into assessment and treatment practices for adults with dysphagia
5. Correctly identify and describe the role of muscles and nerves involved in swallowing; identify anatomical landmarks on both FEES and VFSS
6. Identify members of the healthcare team to whom patient referrals are appropriate
7. Integrate knowledge of anatomy and physiology as well as neuroanatomy/neurophysiology into a framework for identification and management of swallowing disorders
8. Describe and discuss normal swallowing physiology in each of the four stages
9. Describe swallowing associated with normal aging
10. Describe rationale and procedure for dysphagia screening and clinical swallowing examination in various patient populations
11. Describe a variety of standardized dysphagia screening tools and their appropriateness to specific patient populations
12. Explain purposes as well as relative strengths and weakness of VFSS and FEES and determine when each imaging technique is indicated, given a clinical scenario
13. Identify pertinent clinical questions for a patient with dysphagia, given a clinical scenario
14. Utilize the Pen-Asp scale correctly to determine severity of dysphagia in a variety of patient populations
15. Describe the basic components, procedures, and potential modifications of both VFSS and FEES for a variety of patient populations
16. Describe normal and abnormal swallowing, given clinical imaging
17. Describe appropriate treatment and evidence-based treatment planning for individuals with dysphagia arising from a variety of etiologies (neurological disease, head/neck cancer, esophageal disorders, respiratory diseases, and iatrogenic causes of dysphagia), given clinical imaging. Predict impact on swallowing physiology for each of the common interventions discussed in class
18. Discuss broad classifications of interventions (behavioral, medical, surgical and compensatory, rehabilitative and preventative) and identify what factors influence utilization of each type of intervention
19. Identify when treatment methods may be contraindicated in certain patient populations
20. Identify and discuss characteristics of dysphagia expected in neurological disease, head/neck cancer, esophageal disorders, respiratory diseases, and iatrogenic causes of dysphagia
21. Describe the expected trajectory of change in swallowing in the context of a variety of

dysphagia etiologies

22. Describe factors that contribute to dysphagia in patients with HNC as well as comorbidities this population is likely to experience
23. Describe structural and functional disorders of swallowing affecting the esophageal stage as well as treatment recommendations common in this population
24. Discuss how disorders of the respiratory system impact swallowing, how common medical and surgical procedures lead to or exacerbate dysphagia, and how respiratory supports (tracheostomy, etc.) impact swallowing.
25. Discuss end of life decisions in dysphagia and apply principles of ethical decision making to this patient population
26. Utilize and synthesize current evidence to critically evaluate information related to diagnoses and case studies, use valid evidence in decision-making, apply current knowledge and sound judgment and access sources of information to support clinical decisions.
27. Use all forms of expressive communication with all stakeholders to assure highest quality care

Grading and Assignment Details

Grading Information

You will be given feedback during the duration of this course. Feedback will primarily be in the form of grades on quizzes, exams and projects. The intent of this feedback is to inform you of how well you met the expectations for these components and help you identify strategies for mastering the course material.

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

Final grades will be determined as follows:

- A - 90 – 100%
- B- 80 – 89%
- C - 70 – 79%
- D - 60 - 69%
- F - below 60%

**** Must average 70% on all exams (including the final) to earn course credit**

Course Requirements – see Canvas for specific details. Due dates can be found on the course schedule and on Canvas. Completion of all projects and exams is required to receive credit for this course.

1. This course requires two interdisciplinary lab/lecture events with students from other areas of the health sciences.
2. Five “mini exams” and a comprehensive final will be administered. The format of each exam will include multiple choice, true/false and short answer questions. Your skills in the interpretation of videofluoroscopy and flexible endoscopy assessments and construction of evidence-based treatment plans will be assessed. After the first unit examination, all additional examinations will contain comprehensive material from previous units to ensure a full foundational understanding of material. Each new unit examination after the first examination

will contain ~10% review material. The final will be comprehensive in nature. Examinations are measuring knowledge associated with Standards IV-B, IV-C, IV-D, IV-F, and V-B.

3. Student presentations will be completed throughout the semester covering “hot topics” or other areas of interest in the study of dysphagia. Requirements of this project will be posted online along with a rubric that will be followed for assessment. Presentations assess knowledge and skills related to V-B, IV-G and IV-H.

4. Quizzes will be administered at the beginning of each class period. Targeted learning objectives will be posted for these quizzes each week. An absence for a quiz will be worth a grade of “0.” At the end of the semester, the lowest quiz grade will be dropped. Quizzing assesses knowledge related to IV-B and IV-C.

5. Each group will be assigned one Case Study/Journal Club questions from a selected chapter of the textbook chapter to be completed over the course of the semester. These clinical cases help students apply the material learned in class and relevant research literature to clinically-relevant scenarios and. Project guidelines are posted to Canvas. This assignment measures knowledge and skills associated with V-A, IV-C, IV-D and IV-F.

6. Each student will explore issues surrounding end of life care. Details are provided below and are in Canvas. This assignment measures knowledge and skills associated with IV-E, IV-F, and IV-G.

Grading schema –

15%	Quizzes and peer feedback	
10%	Evidence-based practice questions from textbook – will be completed in “journal club” format as in CSD 6120	
5%	SIG-13 presentation	
5%	Discussion forum: ethics and end of life (Std IV-E)	
**40%	Course “mini” exams - (will be given outside of class time)	
**25%	Final exam	** Must average 70% to earn course credit; see below
100%		

For your discussion forum, I want you to think about ethics and end-of-life issues. I want you to think about how you feel about death and dying. Have you had to face these issues on a personal level? If so, how has that shaped your feelings? If not, how do you anticipate your handling of this subject? Some questions to guide your thinking include: How do you feel about a patient’s right to decline services? Do you consider a feeding tube to be a “heroic measure?” What does the law have to say? How would your counseling skills come into play in these scenarios? Is it appropriate to incorporate your faith into addressing issues of death? If so, how do you accomplish this? How is ASHA’s Code of Ethics relevant to this discussion? Read Chapter 12 in your textbook before completing this activity. Re-reading the corresponding chapter in Holland’s counseling book would also be a good idea. This reflection will be conducted in an online Canvas forum. I expect you to **fully participate** in the online discussion and this will be part of your grade on the reflection. At the collegiate level, an initial post of 300-500 words is expected; response posts can be shorter. I’m not going to give you a specific number of posts that you must make – I expect that you can determine full participation at this point. I can tell

you that students who wait until the night before the assignment closes to “participate” will not receive full credit for the assignment.

Appointments may be made (and are encouraged) to answer any questions the student may have regarding exam grades, quiz grades, instructor or peer feedback. Students are expected to take ownership of and responsibility for their course grades and are strongly encouraged to use the abundant resources available with the course text and to make use of the instructor’s office hours to ask any questions that remain unanswered.

A grade below C is not a passing grade at the graduate level. If you find yourself struggling with the material, please make an appointment to meet with me –sooner rather than later. I want you to be successful in this course but cannot answer questions that you do not ask.

****An exam average of 70% must be earned by the student to document mastery of the course objectives and earn credit for this course. If a student does not earn an average of 70% across all major course exams (without rounding), a grade of D will be recorded for the course, regardless of the average on other class assignments.**

If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student’s Calipso account and the course will be marked as “in remediation” on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student’s KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

Extra credit opportunities are limited so please submit your best work on time.

Classroom Code of Conduct

These rules contribute to an impression of professionalism, something that should be very important to you as you prepare for a professional career.

1. Cell phone policy: Please put away your cell phone (any exceptions must be discussed with the instructor). No cell phones or electronic devices during quizzes and exams – violations of this policy will earn a “0” on the quiz or exam.
2. **Consistent with what we know about current research in neuroscience, I want you to take notes by hand using pen/pencil and paper or a tablet and smart pen. You’ll still need your laptops for quizzes and application activities.**

3. Come to class on time to minimize distractions and be considerate of the rest of the class. Quizzes will begin promptly at 8:00. Come a few minutes early to get your technology up and going.
4. Attend **ALL** classes. If you need to miss a class period, please inform me via email prior to the class period. Any work due remains due on that day so, if you are absent, submit assignments early or send them with a classmate. Any exceptions to this policy need to be discussed with the instructor in a timely manner. We will begin class promptly at 8:00 by opening the quiz. I suggest being a few minutes early so you're ready to start your quiz at 8:00
5. Students are expected to read assigned material prior to class and be prepared to participate in class discussions. Students who miss class are responsible for content.
6. Please avoid excessive whispering during class time. Although I may not "call you out," I notice. I consider it rude, unprofessional and disruptive to classmates. If you have an urgent situation that requires your attention, just let me know.
7. Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Although this may not be a writing class *per se*, professional communication is an important part of professional practice; points will be deducted for inadequate work. All work should be submitted in Times New Roman 12-point font. Refer to materials from your Research & Writing course as well as your APA Manual (7th Edition) for clarification and examples of good writing. Utilize the Writing Lab on the 3rd floor of the American Studies Building.
8. Deadlines should be adhered to. Late work is not accepted and earns a grade of zero.
9. Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.
10. Students who share assignments with students taking the course in a subsequent or previous semester may be subject to having an academic integrity sanction added to their college record.
11. No audio/video recordings of class may be made without the instructor's consent.
12. Students are encouraged to review each exam with the course instructor. Students scoring below 70% on any exam will be **required** to meet with the instructor to review exam performance and clarify any gaps in knowledge in order to demonstrate the associated clinical competencies. Remediation of the missing knowledge/skill will be required but will not affect the course grade. Students are expected to take ownership and responsibility of their course grades.

Participation/Attendance

Consistent and punctual attendance is expected at the graduate level. Two absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond two will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare, and considered on a case by case basis. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360.

Come to class having read the material, viewed the accompanying Echo Lectures and have your questions ready. Material in this course often involves complex concepts and large amounts of material that is probably new to you. I truly want you to be successful in mastering this course

material but cannot answer questions that you don't ask. In my classroom, there are no "dumb" questions. I promise that I will always respect your willingness to seek a greater depth of knowledge and promise to never knowingly make a student feel "silly" for asking a question in class – it's a safe place to pursue knowledge. Please make sure that you maintain that sense of safety by honoring your classmates' pursuit of knowledge.

Submitting Assignments

Please use Canvas for submitting assignments; each assignment has a correlating spot for submission. Name your file in a way that identifies you and the project you're submitting.

Technology Details

Technology Requirements

Students are expected to have a laptop that supports testing via the ExamSoft platform and TBL activities via the InteDashboard platform.

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

University Policies & Procedures

Drop and Add Dates

The official start date is January 13. The last day to add the class is January 17. The course will end on April 25 and the last day to drop is April 16. Please refer to the [University's policy regarding drop/add](#) if you have specific questions.

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

I am happy to make any needed accommodations for you, but please speak with me well in advance of any that are expected (exams, assignments) so that we can develop a mutually acceptable and most beneficial/effective plan for implementation of those accommodations.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary

reasons during a semester may receive a grade of “F” in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Some elements of this course are designed to be completed with a peer (case studies and presentations). Refrain from discussing exam content with any classmates, including students who have taken this course previously. Sanctions will be given in accordance with university policy

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Turnitin

During this course, the originality of various assignments submitted by students will be checked via Turnitin, an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is

integrated with the assignment settings used by the instructor when preparing assignments in Canvas.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's Academic Integrity Covenant

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least 45 clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course. For this three-hour course, that's 135 hours of FOCUSED attention over the course of the semester. If you are distracted by notifications or other external stimuli, it doesn't "count."

Course Policies

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.

4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to read comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

Dates to know:

MLK Day – January 20 – no classes
Interprofessional Movie Night – TBD
ArkSHA – February 20-22 in Conway
Midterm Week – March 3-7
Spring Break - March 24-28
Comprehensive Exams for 2Y – March 11
Night at the Round Table – March 10, 5:30 – 8:30 pm
Interprofessional CVA Symposium – April 10
Spring Sing Weekend – April 10-12
Dead Week – April 28- May 2
Finals Week – May 5-9
Graduation – May 10

Course Calendar – please look carefully at dates as some are NOT on a Thursday morning. These descriptions and timelines are subject to change at the discretion of the instructor.

Date	Topic	Reading	Activity	Stds assessed
1/Jan 16	Normal Swallow	Ch 1-2	Course overview RAT – normal swallow – Ch 1-2 (up to p 32 in your book)	IV-B, IV-C, IV-D, IV-F
2/Jan 23	Normal Swallow	Ch 2-3	Preparation to apply: Critical Thinking Case #2 from textbook eResources under Student Resources RAT – normal swallow Ch 2 (end of chapter) – Ch 3 Exam #1 1/24	IV-B, IV-C, IV-D, IV-F
3/Jan 30	Evaluation – CSE & Screenings	Ch 9	SIG Case Presentation – Group #1 RAT – CSE I	IV-B, IV-C, IV-D, IV-F
4/Feb 6	Evaluation – Instrumental Fluoroscopy	Ch 10	Preparation to apply: Critical Thinking Case #3 SIG Case presentation – Group #2 RAT – VFSS Discussion Forum – End of Life issues Exam #2 2/7	IV-B, IV-C, IV-D, IV-F
5/Feb 13	Evaluation – Instrumental FEES	Ch 10	Preparation to apply: Critical Thinking Case #4 SIG Case presentation – Group #3 RAT - FEES	IV-B, IV-C, IV-D, IV-F
6/Feb 20	Case-based application		Exam #3 2/19 – see Google Calendar	IV-B, IV-C, IV-D, IV-F
7/Feb 27	Treatment – Adults	Ch 11	Preparation to apply: Critical Thinking Case #8 RAT – Treatment I (up to page 223 in text)	IV-B, IV-C, IV-D, IV-F
8/ Mar 6	Treatment – Adults	Ch 11 & 12	RAT – Treatment II (page 224 – end of chapter) Peer Feedback – Midterm due – March 7	IV-B, IV-C, IV-D, IV-F
9/ Mar 13	Neurogenic Dysphagia	Ch 4	SIG Case Presentation – Group #4 RAT – Neurogenic dysphagia	IV-B, IV-C, IV-D, IV-F
10/ Mar 18	Head and Neck Cancer	Ch 5	Preparation to apply: Critical Thinking Case #6 RAT – HNC NOTE CLASS CHANGE THIS WEEK	IV-B, IV-C, IV-D, IV-F
11/ Apr 3	Esophageal Dysphagia/LPR	Ch 6	Preparation to apply: Critical Thinking Case #1 RAT – Esophageal Dysphagia Exam #4 4/4	IV-B, IV-C, IV-D, IV-F
12/Apr 10	Interdisciplinary CVA Seminar		8:00 – 12:00 Founders Room (Heritage Bldg)	IV-B, IV-C, IV-D, IV-F
13/Apr 17	Respiratory and Iatrogenic Disorders	Ch 7 & 8	RAT – Respiratory/Iatrogenic disorders Oral Care Activity w/Pharmacy Friday, April 18	IV-B, IV-C, IV-D, IV-F
14/Apr 24	No class – Dr. Meeker at CAPCSD		Exam #5 4/24	IV-B, IV-C, IV-D, IV-F
15/May 1	Case based application		Preparation to apply: Critical Thinking Case #7	IV-B, IV-C, IV-D, IV-F
May 5-10	Finals Week	Final Exam	Tuesday 5/6 8:00am	IV-B, IV-C, IV-D, IV-F