



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Winter 2023

Deglutition & Dysphagia
SCSD 680
Number of Credits: 3 Credits
Course Time: Monday 9:00 a.m. – 11:00 a.m.; Lab: 11:15 a.m. – 12:15 p.m.
Location: SCSD, Room 869 (lecture) / 869 (lab)

Instructor: Geneviève BEAUREGARD-PAULTRE, M.Sc.A, S-LP (C)

Office Hours: By appointment (set up by email)
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COURSE OVERVIEW:

Deglutition & Dysphagia is a 3-credit graduate course that provides an overview of swallowing disorders, including causes, assessment, and treatment. The course also addresses the role of the speech-language pathologist in the multidisciplinary handling of patients with swallowing problems.

The general purpose is to provide fundamental knowledge and skills in assessment and treatment of swallowing problems. The course is designed to provide professional students in speech-language pathology with basic information about (1) anatomy and physiology of normal and disordered swallowing; (2) etiologies affecting swallowing; (3) basic approaches to evaluation of swallowing problems; (4) basic science foundations of swallowing therapy; (5) models of behavioral and surgical treatment of swallowing problems.

LEARNING OBJECTIVES

UNIT 2: KNOWLEDGE EXPERT

2.9 Dysphagia	
Demonstrate knowledge of biomedical, pharmaceutical, physical and socio-behavioural sciences relevant to normal swallowing processes and disorders of swallowing.	
2.9.i Apply knowledge of normal anatomy, physiology, and neurophysiology, particularly in relation to the upper aerodigestive tract.	MBSImP, Labs, Mid-term exam, Final exam
2.9.ii Apply knowledge of different theoretical frameworks related to feeding and/or swallowing assessment and intervention.	MBSImP, Labs, Mid-term exam, Final exam
2.9.iii Identify profiles of special populations who may present with dysphagia (developmental disorders, neurogenic disorders,	Mid-term exam, Final exam

surgical procedures, etc.).	
2.9.iv Identify social, emotional, cultural, ethical, vocational, and economic impacts of dysphagia.	Final exam
2.9.v Identify voice, resonance, and neurologically based speech disorders, and their relationship to dysphagia.	Mid-term exam, Final exam
2.9.vi Explain neuroanatomy, including cranial nerves, and its interrelationships with oromotor, pharyngeal, laryngeal, and respiratory systems.	Mid-term exam, Final exam
2.9.vii Identify risk factors associated with dysphagia and potential implications for the client.	Labs, Mid-term exam, Final exam
2.9.viii Apply principles of exercise physiology.	Final exam

UNIT 3: CLINICAL EXPERT - CROSS-CUTTING ASSESSMENT AND INTERVENTION STANDARDS

3.2 Plan, conduct, and adjust an assessment	
3.2.iv Conduct a clinical interview with the client and other pertinent individuals that is relevant to the diagnosis, presenting complaints, and management of the communication or swallowing disorder.	Labs
3.3 Analyze and interpret assessment results	
3.3.i Analyze formal, informal, quantitative, and qualitative assessment results, including accurate scoring and interpretation of standardized tests.	MBSImP, Labs, Mid-term exam, Final exam
3.3.ii Formulate a diagnostic statement about the client's communication or swallowing skills, including the impact on daily activities and educational, vocational, and psychosocial needs; include functional prognosis, as appropriate.	Labs, Mid-term exam, Final exam
3.4.i Develop evidence-informed recommendations, including potential referrals to other professionals, based on the assessment findings and available resources.	Labs, Final exam
3.4.ii Discuss the assessment results, recommendations, and implications with the client and other relevant individuals, as permitted by the client.	Labs, Final exam
3.5 Develop and implement a realistic, evidence-informed, and measurable intervention plan	
3.5.ii Develop specific, measurable, realistic, time-limited targets to reach the aims.	Labs, Final exam
3.5.vi Develop and implement outcome measures to evaluate progress on an ongoing basis.	Labs, Final exam

UNIT 4: CLINICAL EXPERT – DISORDER-SPECIFIC ASSESSMENT AND INTERVENTION STANDARDS

4.9 Dysphagia	
Develop a treatment plan for swallowing disorders.	
4.9.i Use principles of assessment to develop assessment plans considering risk factors for both dysphagia and its sequelae, including but not limited to medical history, pharmacologic, pulmonary/respiratory, nutritional, cognitive-linguistic, and behavioural factors.	Labs, Mid-term exam, Final exam
4.9.iii Use clinical and/or instrumental measures as appropriate.	Labs, MBSImP
4.9.iv Within regulatory framework, demonstrate basic competencies in the use and application of instrumental procedures such as videofluoroscopic swallow study (VFSS) / modified barium swallow study (MBSS), fiberoptic endoscopic evaluation of swallowing (FEES).	Labs, MBSImP
4.9.v Assess client's and/or communication partner's perception of swallowing issues (e.g., perceived impact on daily activities and social participation).	Mid-term exam, Final exam
4.9.vi Demonstrate knowledge of therapeutic and postural maneuvers, manipulation of bolus (texture, temperature, taste, presentation), alternative routes of nutrition/hydration, and exercise physiology driven activities.	Labs, Final exam

UNIT 6: COLLABORATION

6.1 Establish and maintain effective team collaborations to optimize client outcomes	
6.1.i Interact effectively and positively with all team members.	Labs and Guest Lectures
6.1.ii Communicate one's professional roles, responsibilities, and scope of practice in collaborative interactions.	Labs and Guest Lectures
6.1.iii Recognize and respect the roles and perspectives of other professionals.	Labs and Guest Lectures
6.1.iv Participate actively and respectfully in shared responsibilities and decision-making.	Labs and Guest Lectures
6.1.v Manage misunderstandings, limitations, and conflicts to enhance collaborative practice.	Labs and Guest Lectures

Note: UNIT 5: COMMUNICATION, UNIT 7: ADVOCATE, UNIT 8: SCHOLARSHIP and UNIT 9: MANAGEMENT are not specifically targeted in this class.

INSTRUCTIONAL METHOD

Lectures, laboratory, demonstrations, assignments, and student participation.

REQUIRED COURSE MATERIALS

Required textbook: Leonard, R., & Kendall, K. A. (2018). Dysphagia Assessment and Treatment Planning (4th ed.). San Diego, CA: Plural Publishing. ISBN-10: 1635500095. ISBN-978-1-63550-009-7

MBSImP (University Student access)

1. Navigate to NorthernSpeech.com.
2. Click the **University Access** link.
3. Locate [McGill University](#) in the drop menu and enter access code [MCG187](#).
4. Among the available courses, you'll see course **#e95**, which is the student MBSImP Training course (\$79USD – no promo code needed at purchase).
5. For enrollment and technical support, please email tom@northernspeech.com

OPTIONAL COURSE MATERIALS

Additional readings will be available on myCourses and can be obtained electronically through the McGill libraries.

Tentative Course Outline and Schedule
(Subject to change depending on student response and needs)

Date	Lesson	Lecture Topic	Lab Topic	Reading
Jan 9	1	Introduction; Anatomy and physiology of swallowing	MBSImP	Ch. 1
Jan 16	2	Neurocontrol of swallowing – Part 1	Neuropathways	Ch. 1, 2
Jan 23	3	Neurocontrol of swallowing – Part 2	Cranial nerves	Ch. 1, 2
<i>MBSImP learning phase due</i>				
Jan 30	4	Non-instrumental evaluation of swallowing	Bedside swallow exam	Ch. 3
Feb 6	5	Instrumental evaluation of swallowing (intro 9:00 a.m. -10:00 a.m.)	FEES extended lab 10:15 a.m. - 12:15 p.m. (Jesse Burns)*	Ch. 4-6, 9
Feb 13	6	Instrumental evaluation of swallowing	VFSS/MBSImP	Ch. 4-6, 9
Feb 20	7	Etiologies of swallowing disorders Take-Home Review	Case studies	Ch. 15
<i>MBSImP training phase due</i>				
Feb 27	<i>Reading Week + Midterm Take-Home Exam due March 3rd</i>			
Mar 6	8	Swallowing treatment – part 1	Compensatory strategies/motor without swallow	Ch. 10
Mar 13	9	Swallowing treatment – part 2 Counselling (Gina Mills)	Motor with swallow	Ch. 10
Mar 20	10	Dysphagia in the head & neck population (Gina Mills)	TBD	Ch. 16
Mar 27	11	Pediatric swallowing and feeding by Ms. Laurie April (Zoom lecture + lab)		Ch. 13
<i>MBSImP reliability phase due</i>				
Apr 3	12	Take-Home Review and Course Finale (13:15 p.m. -14:30 p.m.) Medical and Surgical Management from a laryngologist's perspective with Dr. Jonathan Young (14:30 p.m.-16:00 p.m.)		Ch. 17-18
Apr 10	13	<i>Easter Monday</i>		
Apr 17	14	<i>Final Take-Home Exam due (cumulative)</i>		

* Additional readings will be assigned before the class.

EVALUATION

Grades will be determined from the following assignments. Assignment instructions will be given during the course. Please refer to the course outline for assignment deadlines.

Assignment	Sub Roles Targeted	Expected Performance Level
MBSImP (40%)	Unit 2,3,4	Competent
Mid-term exam (30%)	Unit 2,3,4	Advanced Beginner
Final exam (30%)	Unit 2,3,4	Competent

MBSImP: The MBSImP is an online training program for interpreting Modified Barium Swallow Studies. The MBSImP is self-paced and requires about 25-30 hours of time to complete the program. You will receive 10, 10, 20 points for successfully completing the modules of learning phase, training phase and reliability phase respectively, with a total of 40 points. <https://www.mbsimp.com/>

(1) Current student rate is \$79USD. SCSD will reimburse the enrollment fee. A proof of registration (e.g., electronic or printed invoice) and a proof of payment (e.g., actual credit card statement) must be provided to Andreea Mandache **within 30 days of purchase**. You should also confirm with Andreea that you have set up your direct deposit information in Minerva for reimbursement purposes.

(2) To verify your progress prior to the Reliability Zone, I will get roster reports directly. You do not need to submit anything through myCourses for the learning phase and the training phase.

(3) You may send your highest (best) reliability test score electronically. The system saves your highest (best) score, if multiple test attempts, so you only need to send your score once you achieve your desired level of accuracy. To do so, you will see this link in the reliability zone:

[Submit high score to your professor](#)

According to MBSImP, most students will score between 70-75%. Top students should score above 80%. **To meet the clinical competency of MBS, you are expected to obtain a score equal to or higher than 70%.**

McGILL POLICY STATEMENTS

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Additional Statements

- The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.
- Instructor-generated course materials (e.g., lectures, handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.
- As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.
- [End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.
- *Note that instructional methods are subject to change based on public health protocols.*
- *In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.*

LATE ASSIGNMENTS

Students are expected to complete assignments, exams, and presentations at times assigned by instructors. In the event that a student is unable to complete work on time, s/he should contact the instructor and provide a reason for requesting an extension prior to the deadline.

Instructors will indicate to the student whether their reason is sufficient to warrant an extension. All medical excuses must be followed by a letter from a doctor specific to that particular absence. Unexcused incomplete work (assignment, exams, and presentations) will result in failure or reduction in grade points.

ABSENCE FROM IN-PERSON TIER 1 TEACHING ACTIVITIES

In the event that a student is unable to attend an in-person tier 1 activity, the instructor may assign supplemental work.

DISCLAIMER

The instructor will notify students if any component of the class is recorded during remote teaching. Students must consent to being recorded. By staying in class and participating in in-class activities, you consent to being recorded. Alternatively, students who are uncomfortable being recorded can choose not to engage with the instructor during the recording.