



**McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
2020 Winter**

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

**Instructor: Nicole LI-JESSEN, Ph.D
Co-Instructor: Gina MILLS, MSc

Office: Rm 815
Office Phone: 514-398-5933 (NLJ)
Office Hours: By appointment (set up by phone or by email)
Email: nicole.li@mcgill.ca (NLJ); gills@jgh.mcgill.ca (GM)**

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

ROLE 1: CENTRAL ROLE/CONTENT EXPERT

Foundational Principles	
Demonstrate knowledge of biomedical, pharmaceutical, physical and socio-behavioural sciences relevant to normal swallowing processes and disorders of swallowing.	
Apply knowledge of normal anatomy, physiology, and neurophysiology of the upper aerodigestive tract to clinical practice.	MBSImp, Mid-term exam, Final exam
Identify profiles of special populations who may present with dysphagia (developmental disorders, neurogenic disorders, surgical, etc.).	Mid-term exam, Final exam

Identify psychosocial, educational and vocational impact of voice disorders.	Mid-term exam, Final exam
Identify risk factors associated with dysphagia and the consequences for the patient/client.	Mid-term exam, Final exam
Explain cranial nerve functioning and of the interrelationship between the respiratory, laryngeal, pharyngeal, and oromotor systems.	Labs, Mid-term exam, Final exam

Assessment	
Develop an assessment plan to evaluate swallowing.	
Identify persons at risk for swallowing disorders including knowledge of previous and current medical history, significant medical conditions, pharmacologic effects, pulmonary/ respiratory and nutritional sequelae related to dysphagia, methods of oral-nororal nutritional intake, and the contributions of cognitive-linguistic, or behavioural deficits to the swallowing process.	Labs, Mid-term exam, Final exam
Demonstrate knowledge of methods to evaluate swallowing including physiologic sensorimotor examinations, instrumental, and non-instrumental clinical evaluations of swallowing function.	Labs, MBSImp
Formulate assessment reports including documentation of pertinent background information, interpretation of results, determination of presence and severity of risks associated with dysphagia, recommendation for intervention, prognostic indicators, and the need for repeated assessment or monitoring	Labs, Mid-term exam, Final exam

Intervention Planning	
Develop a treatment plan for swallowing disorders.	
Demonstrate knowledge of different approaches to the management and treatment of swallowing disorders, their theoretical bases, their impact on other functions of the upper aerodigestive tract, and their relative value for specific cases. Included among these approaches are therapeutic and postural manoeuvres, manipulation of bolus texture/ temperature/ taste/ presentation variables, alternative routes to provision of nutrition/ hydration, and education of caregivers.	Labs, Final exam
Select appropriate treatment and management approaches for the client's swallowing disorder.	Labs, Final exam
Formulate appropriate short-term and long-term treatment or management goals.	Labs, Final exam

ROLE 3: COLLABORATOR

Collaboration with Other Professionals	
Interact according to different responsibilities of team members.	
Collaborate effectively with other team members, participate equally in the work, and support positive team dynamics.	Labs and Guest Lectures

ROLE 5: SCHOLAR

Evidence Informed Practice	
Integration of Research and Other Evidence Critically into Service Provision	
Review knowledge in literature and integrate relevant evidence in the selection of appropriate approaches for case management.	Mid-term exam and Final exam

Note: ROLE 2: COMMUNICATION, ROLE 4: ADVOCATE, ROLE 6: MANAGER and ROLE 7: PROFESSIONAL are not specifically targeted in this class.

INSTRUCTIONAL METHOD

Lectures, laboratory, demonstrations, assignments, and student participation

REQUIRED COURSE MATERIALS

Required text book: 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.
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 7	1	Introduction; Anatomy and physiology of swallow	Review MBSImp	Ch. 1
Jan 14	2	Neurocontrol of swallowing (3-hr lecture)		Ch. 1, 2
Jan 21	3	Neurocontrol of swallowing (3-hr lecture) MBSImp learning phase due		Ch. 1, 2
Jan 28	4	Non-instrumental evaluation of swallowing (3-hr lecture)		Ch. 3
Feb 4	5	Instrumental evaluation of swallowing	Hands-on bedside exam (Mills)	Ch. 4-8
Feb 11	6	Instrumental evaluation of swallowing Etiologies of swallowing disorders (3-hr lecture)		Ch. 4-8, 15
Feb 18	7	Swallowing management from a dietician's perspective by Ms. Shafia Amdouni [9 – 10 a.m.] Etiologies of swallowing disorders [10:15 – 12:15 a.m.] (3-hr lecture) MBSImp training phase due		Ch 15, 12
Feb 25	8	Swallowing treatment: Overview and Principles	FEES case study (Mr. Jesse Burns)	Ch. 10
Mar 3		Reading Week + Midterm Written Exam (DTBD)		
Mar 10	9	FEES Labs on Glen Campus with Dr. Karen Kost (Extended lab) 1st Group: 8 – 9 a.m.; 2nd Group: 9 – 10 a.m. Location: Royal Victoria hospital - Glen site 1001 Decarie Blvd. Room DS1.3310 (Otolaryngology-ENT)		
Mar 17	10	VFSS labs on Glen Campus with Ms. Anna Baudier and Mr. Jesse Burns (Extended lab) 1st Group: 8:45 – 10:15 a.m.; 2nd Group: 10:15 – 11:45 a.m Location: Royal Victoria hospital - Glen site 1001 Decarie Blvd. Room C02-5022 (radiology)		
Mar 24	11	Pediatric swallowing and feeding lecture and lab by Ms. Laurie April (3-hr lecture) MBSImp reliability phase due		Ch. 13
Mar 31	12	Dysphagia in Head & Neck population (Mills)	Hands-on swallowing treatment techniques (Mills)	Ch. 6
Apr 7	13	Medical and Surgical Management from a laryngologist's perspective with Dr. Jonathan Young (9-10:30 a.m.) Case Review and Course Finale (Li-Jessen 10:30-11 a.m.)	Hands-on swallowing treatment techniques (Mills)	Ch. 17-18
Apr 10	14	Final Written Exam (Cumulative; Submitted by April 24)		

* 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%)	Foundational principles; Assessment	Competent
Mid-term exam (30%)	Foundational principles; Assessment; Evidence-informed practice	Advanced Beginner
Final exam (30%)	Foundational principles; Assessment; Intervention planning; Evidence-informed practice	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 phrase, training phase and reliability phase respectively, with a total of 40 points. <https://www.mbsimp.com/>

(1) Current student rate is US\$79. 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. 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 the roster reports from the MBSImp directly. You do not need to submit anything through myCourse for the learning phase and the training phase.

(3) You will receive a "Score Certificate" after you complete the final Reliability Zone. Please submit the certificate as pdf to myCourse. I will create the submission link later. 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 the score equal 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., 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.
- 🕒 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 EXAMINATION

Supplemental examination will only be given to students who have a medical certificate, or are absent for religious holidays.