

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016
2. Current Course abbreviation and Number: SLP 692	

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input checked="" type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new — is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:	Course abbreviation and Number:
3. Title:	Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i>
4. Abbreviated Title for Banner (no more than 25 characters):	Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i>
5. Number of Units:	Number of Units:
6. Catalog Description:	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i>

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2	Lecture	2	C2
Activity			Activity	1	C17
Lab			Lab		

8. Grading Method:* <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	Grading Method:* <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
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9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?_ <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean	Course Requires Consent for Enrollment?_ <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean
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*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

<input type="checkbox"/> Program/Department/Director/Chair	<input type="checkbox"/> Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information - all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:

Master of Science in Speech-Language Pathology required course

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

18. Reason(s) for changing this course:

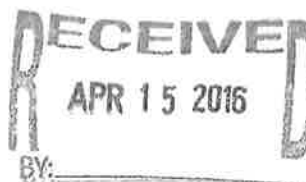
The MS in SLP has engaged in annual self-study for program improvement which has resulted in changes to the curriculum to include more hands-on live and simulated lab experiences to bridge the gap between theory and practice. This course included a lab this Summer (2015), which was very successful. We are changing the mode of instruction to reflect the added lab component and ensure that the course is coded as it is being instructed.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Suzanne Aimeau 2/29/16 Date
 1. Originator (Please Print) _____ Date _____
 2. Nancy Colonig 4/15/16 Date
 2. Program Director/Chair _____ Date _____
 3. _____ 4/15/16 Date
 3. College Curriculum Committee _____ Date _____
 4. _____ 4/15/16 Date
 4. College Dean (or Designee) _____ Date _____

5. UCC Committee Chair _____ Date _____
 6. Vice President for Academic Affairs (or Designee) _____ Date _____
 7. President (or Designee) _____ Date _____



**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION/EXTENDED LEARNING
MASTERS PROGRAM IN COMMUNICATIVE SCIENCES AND DISORDERS**

COURSE: EDSL 692: Dysphagia (3 units)

Summer

M/W/F 13:00-16:00

June 4 – July 6

Location: UH 440

Current

Instructor: Suzanne Moineau, Ph.D.

Office: UH 323, phone (760) 750-8505

Office hours: Daily before and after class; and by appointment

E-mail: smoineau@csusm.edu

SCHOOL of EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

I. COURSE DESCRIPTION

The purpose of the course is to provide students with a general understanding of normal and disordered swallowing processes. Students will learn the phases and physiology of swallowing, examine assessment techniques and discuss treatment for dysphagia. Students will gain experience in assessing, interpreting findings and treatment plan design for patients with dysphagia, and as well in standards of ethical conduct in this domain of practice. Students must have a working knowledge of normal anatomy and physiology of the respiratory, laryngeal and articulatory subsystems, as well as an understanding of neuroanatomy and physiology for swallowing, particularly that of the cranial nerve system prior to enrolling in the course (*i.e. prerequisites Bio 320 and EDSL 691*)

II. COURSE OBJECTIVES AND ASSIGNMENTS FOR STUDENT KNOWLEDGE AND SKILLS ACQUISITION

1. Students will demonstrate knowledge of the phases of swallowing and the anatomy and physiology of the respiratory, laryngeal and articulatory subsystems, as well as the neurology associated with swallowing functions

(specifically, the cranial nerve system). Students will identify the role and responsibilities of the speech-language pathologist in the management of dysphagia.

2. Students will demonstrate knowledge of the nature of normal and disordered swallowing functions and the etiology of such disorders.

3. Students will demonstrate knowledge and skill in assessment techniques for dysphagia, and understand how to distinguish problems at the different phases of the swallow. Students will demonstrate knowledge and skill in performing, oral mechanism examinations, 'bedside' swallow assessments, as well as in analyzing and interpreting other types of swallow assessments, including fluoroscopy and FEES.

4. Students will demonstrate knowledge and skill in treatment techniques and procedures, evidence-based practice, planning, selecting and writing up appropriate treatment goals/plans and understanding of how to administer such treatment.

5. Students will demonstrate knowledge of standards of ethical conduct when assessing and treating in this domain of practice, including issues related to culture and quality of life.

Each of the objectives stated above will be evaluated by the following mechanisms:

1. Students will pass a final examination based on information from the text, lecture and class discussion, as evidence of gained knowledge in the following areas: terminology, phases of the swallow, typical and atypical anatomy/physiological functions, and assessment and treatment. **Standards III-B, C, D, E & F; IV-B; V-A).** 50 points total.

2. Students will pass 10 quizzes/assignments based on information from the text, lecture and class discussion, as evidence of gained knowledge and skills in the following areas: A&P, phases of swallowing, assessment and treatment. **(ASHA Standards III-B, C, D, E & F; IV-B; V-A).** 10 points each: 100 points total

III. Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in

the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA all below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade. You have 12 ungraded pass/fail assignments. Should you fail more than 2, you will not pass the course.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

4 = A = 95 points = exceeds standards
3 = B = 85 points = meets standards
2 = C = 75 points = approaching, but does not meet standards
1 = D = 65 points = fails to meet standards

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

IV. RECOMMENDED TEXTBOOKS:

Groher, M. E., & Crary, M. A. (2010). *Dysphagia: Clinical Management in Adults and Children*. Maryland Heights, Missouri: Mosby, Inc.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "Individuals with aphasia" rather than "The aphasic individual;" "Johnny presents with Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. All written documents should be completed with a word processor. Keep an electronic copy of all of your work. You will want these for your review when you are ready to prepare for the PRAXIS exam.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Ensure you receive handouts and information if you miss class, so be sure to get phone numbers from colleagues/classmates.

V. COLLEGE of EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance

requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

VI. GENERAL CONSIDERATIONS

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your

work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Patricia Stall, Associate Dean.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

Course Outline

Monday: June 4 9am – 4pm	Introduction A&P Oral Mechanism Examination Phases of Swallow Typical Swallow Hands on skills Assignment 1	Chapters 1-2
Friday: June 8	Disorder Types Assignment 2	Reference: Chapters 5-8
M/W/F: June 11, 13, 15	Assessment BSE: Bedside Swallow Evaluation (Diets) MBSE: Modified Barium Swallow Evaluation FEES: Fiberoptic Endoscopic Examination of Swallow Assignments 3-5	Chapters 9-10
Monday: June 18 9am – 4 pm	Goal setting, judgment and planning Intervention Compensatory Strategies Therapy Assignment 6	Chapters 12 & 14
Friday: June 22	Special Workshop at Pomerado: Devina Acharya FEES/MBSE/DIETS	
Monday: June 25	Case studies Special Guest Speaker: Devina Acharya Assignment 7	Chapter 15
Wednesday: June 27	Pediatric Swallowing Special Guest Speaker: Leslie Nielson Assignment 8	Chapters 3-4, 11,13
Friday: June 29	Case studies Writing Assignment 9	

Monday:
July 2

Final Exam

Wednesday:
July 4

No class – 4th of July holiday

Friday:
July 6

Debrief
Examination Review
Assignment 10

Schedule is subject to change

new

COURSE: EDSL 692: Dysphagia (3 units)
Summer 2015
TR: 9-12; W: 8-4

Instructor: Suzanne Moineau, Ph.D.
Office: UH 323, phone (760) 750-8505
Office hours: Daily before and after class; and by appointment
E-mail: smoineau@csusm.edu

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

COURSE DESCRIPTION

The purpose of the course is to provide students with a general understanding of normal and disordered swallowing processes. Students will learn the phases and physiology of swallowing, examine assessment techniques and discuss treatment for dysphagia. Students will gain experience in assessing, interpreting findings and treatment plan design for patients with dysphagia, and as well in standards of ethical conduct in this domain of practice. Students must have a working knowledge of normal anatomy and physiology of the respiratory, laryngeal and articulatory subsystems, as well as an understanding of neuroanatomy and physiology for swallowing, particularly that of the cranial nerve system prior to enrolling in the course (*i.e. prerequisites Bio 320 and EDSL 691*)

RECOMMENDED READINGS/MATERIALS:

Textbooks:

There is no required book for this course. There are several textbooks on reserve at the library that you can check out for a 1 day time period. They are all standard, comprehensive textbooks related to swallowing and dysphagia.

Journal Articles:

On our webpage, you will find fully copies of the articles listed in the tentative schedule.

MSBImp: Modified Barium Swallow Impairment Profile

You will need to register for this training material. The price to students is \$75.00. You will be completing this training during our course. You will register at:

<http://www.northernspeech.com/r/e/e95>

STUDENT LEARNING OUTCOMES: SLOs

Upon completion of this course, students will be able to:

1. Explain the role and responsibilities of the speech-language pathologist in the management of dysphagia.
2. Identify the anatomy and explain the physiology involved in normal swallowing. This includes the physiological systems of respiration, gastrointestinal, musculoskeletal, sensory systems associated with swallowing, and neural control.
3. Identify disordered swallowing based on the understanding of normal swallowing. Explain the characteristic swallowing profiles of various etiologies.
4. Explain and demonstrate screening and assessment procedures including: collection of case history and dietary information; assessment of cognitive status, position/posture, and respiratory status; completion of an oral mechanism examination; administration of the 'clinical' bedside swallow examination with appropriately textured food items; development of impressions/interpretations and recommendations including appropriate dietary recommendations; and completion of written and oral reports.
5. Analyze and interpret instrumental swallow assessments through videofluoroscopy (MBSE/VFSS) and fiberoptic endoscopic evaluation of swallow (FEES), and complete written and oral reports with appropriate recommendations and plans.
6. Demonstrate knowledge and skill in treatment techniques and procedures, including: planning, selecting and writing up appropriate treatment goals; administering such treatment; explaining the procedures, rationales and outcomes; and documenting progress (SOAP notes).
7. Explain ethical conduct when assessing and treating in this domain of practice, including issues related to culture and quality of life. Explain the consequences of swallowing disorders on health and well-being.
8. Provide support for understanding of normal swallowing, and rationale for use of noninstrumental and instrumental evaluation of swallowing and management (treatment) procedures through the use of empirical evidence (research-based).

The SLOs are based on the Graduate Curriculum on Swallowing and Swallowing Disorders (Adult and Pediatric Dysphagia) 2007 Technical Report, Special Interest Division 13: Swallowing and Swallowing Disorders (Dysphagia): <http://www.asha.org/policy/TR2007-00280.htm>, and on ASHA's Knowledge and Skills Needed by Speech-Language Pathologists Providing Services to

Individuals with Swallowing and/or Feeding Disorders:
<http://www.asha.org/policy/KS2002-00079.htm>

These SLOs will be measured by a number of applied assignments.

Formative Quizzes/PBL Cases (Problem Based Learning): These are pass/fail assignment. Students must pass all quizzes and PBL cases to pass the course. Quizzes and PBLs will be distributed throughout the course of the semester.
Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; CTC Speech-Language Pathology Standard 1, 3, 4, & 5

Clinical Screening Assessment: This is a pass/fail assignment. Students must pass this assignment to pass the course. You will complete this assignment in groups.
Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B, C, E, F, & G; V-A & B; CTC Speech-Language Pathology Standard 1, 3, & 4

MBSImP: You must complete all learning and training modules of this program, and you must pass the Reliability Zone with 70% or greater to pass the course. You must upload your certificate to the moodle shell.
Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; V-A & B ; CTC Speech-Language Pathology Standard 1, 3, 4, & 5

Summative Skills Assessment: (100 points). You will be measured on clinical skills related to the assessment and treatment of swallowing. Please see the rubric for grading distribution. ***This is a signature assignment.***
Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; V-A & B ; CTC Speech-Language Pathology Standard 1, 3, 4, & 5

Summative Case Study: (60 points). This final summative case study will incorporate knowledge across all SLOs. ***This is a signature assignment and is your portfolio assignment.***
Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; CTC Speech-Language Pathology Standard 1, 3, 4, & 5

Assignments

Total of 160 points:

Clinical Screening Assessment	Pass/Fail
Quizzes/PBL Cases	Pass/Fail
MBSImP Reliability Testing	Pass/Fail
Summative Skills Assessment	100 points
Summative Case Study	60 points

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will

specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

GENERAL CONSIDERATIONS

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Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence within 24 hours. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than

the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Requirements for Professionalism

Course Attendance:

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class. Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

Cell Phones and Texting: Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets: It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course

related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Schedule/Course Outline
(Subject to change based on needs)

Date	Topic	Assignment (Complete BEFORE class)
Tues, June 2	Introduction; Roles of the SLP; A&P of Swallowing; Phases of Swallowing	<p>Review Syllabus and Resources</p> <p>Register for MBSImP-Begin w/guide & scoring</p> <p>Watch posted videos on roles & anatomy, and listen to all recorded chats on phases – Review PPTs</p> <p>LISTEN TO THE CHAT ON “PUTTING IT ALL TOGETHER”</p> <p>Readings posted</p>
Wedn, June 3 – combo class w/663	Case History & Oral Mechanism Examination (OME) -Explain Swallow Fx -Complete Case Hx & OME -Station Rotation	<p>Quiz R&R; A&P</p> <p>Review the Swallow Screen Come to class today w/EAT-10 & OME.BSE form from Assessment Tools folder</p> <p>Watch posted videos on Cranial Nerve assessment–</p> <p>Review PPTs on PHM & OME</p> <p>Readings posted</p>
Thurs, June 4	Bedside Swallow Evaluation (BSE) & Diets -Explain Swallow Fx -Complete Case Hx, OME & BSE -Explain Diets	<p>Quiz Stages</p> <p>Review the Swallow Screen Come to class today w/EAT-10 & OME.BSE form from Assessment folder. Review SWAL QOL</p> <p>Watch posted videos on Example of swallow evals & Diets – come w/computer – Review PPTs on BSE & Diets</p> <p>Readings posted</p>
Tues, June 9	BSE & Diets -Complete BSE -Explain procedure & results -Write BSE summary report	<p>Quiz Diets</p> <p>Watch posted videos on example of swallow evals & Chat on BSE findings;</p>

		<p>Watch video on NGT insertion – Come to class today w/EAT-10 & OME.BSE form from Assessment folder.</p> <p>Review posted template report, sample report & PPT slides for Recs & Goal Setting</p>
Wedn, June 10	PBL Case # 1 – CVA	Come w/computer
Thurs, June 11	<p>Modified Barium Swallow (MBS) and Strategies</p> <ul style="list-style-type: none"> -Review & Interpret MBSImP films -Demo strategies -Explain procedure & results -Write MBSE summary report 	<p>Watch posted video on MBSE, Review PPTs on MBS & Strategies (Watch chats on MBSE if helpful – they were pre-recorded for another class, but there is you want to listen)</p> <p>Review the Rosenbek Penetration-Aspiration Scale</p> <p>Review posted template report & written summary reports. Come w/MBSE form & computer</p> <p>Reading posted</p>
Tues, June 16	<p>Fiberoptic Endoscopic Evaluation of Swallow (FEES)</p> <ul style="list-style-type: none"> -Review FEES films -Explain procedure & results -Write FEES summary report 	<p>Quiz R & R, A&P, Phases</p> <p>Review PPTs on FEES & watch linked videos (Review Devina’s PPTs if you helpful). Come w/FEES form</p> <p>Readings posted</p>
Wedn, June 17	PBL Case # 2 -	Come w/computer
Thurs, June 18	<p>Recommendations, Goal Setting, Documentation & Judgment</p> <ul style="list-style-type: none"> -Making recommendations -Planning, selecting and writing goals -Using judgment – ethics/culture/QoL 	<p>Review PPTs on Recs, Goals, Docs & Judgment (Watch chats related to this PPT if helpful – they were pre-recorded for another class and I have slightly changed the slides – READ SLIDES TOO)</p> <p>Review sample goals</p> <p>Readings posted – Ethics</p>
Sat, June 20	Bedside Swallow Screening	<p>Villa Pomerado</p> <p>Come w/appropriate OME.BSE.Voice</p>

		eval form
Tues, June 23	Treatment -Explain the difference b/w strategies and therapy procedures -Demonstrate strategies, explain how & when to use them -Describe difference b/w indirect and direct tx -Demonstrate treatment techniques -Write SOAP notes	Review PPTs and Swallow Exercise & Procedures Rationale PDFs (Watch chat related to PPT if helpful – it was pre-recorded for another class) Watch video on techniques and example SOAPs Readings posted – Evidence for Tx
Wedn, June 24	Debrief Villa -Oral Report for Clinical Screening PBL Case # 3	Clinical Screening Assessment Report Due in class Come w/computer
Thurs, June 25	Trach/Vent -Explain how trach/vent impacts swallow -Explain procedures for blue dye swallow evaluation	Review PPTs (Watch chat related to PPT if helpful – it was pre-recorded) Watch video on Suctioning Readings posted
Fri, June 26	Demo trachs/vents -Visit to SON sim labs -Practice procedures w/sim Laryngectomy	Visit School of Nursing - SimLab
Tues, June 30	Review	
Wedn, July 1	Summative Skills Assessment	Class will be held in the SLC
Thurs, July 2	Debrief	Certificate for passing MBSImP at 70% Must be uploaded by 9am
Fri, July 3	Summative Case Study Due	Must be upload by 5pm on July 3