

USC Mrs. T.H. Chan Division of
Occupational Science and Occupational Therapy

OT 575 Spring 2023

**Instructors: Pam Roberts, PhD, MSHA, OTR/L, SCFES, FAOTA, CPHQ, FNAP, FACRM
Joan Surfus, OTD, OTR/L, SWC**

DYSPHAGIA ACROSS THE LIFESPAN: PEDIATRICS THROUGH GERIATRICS

COURSE SYLLABUS

Lecture/Presentation:	Thursday, 5:00-9:10 pm in CHP Room G37
Dates:	January 12, 2023-February 16, 2023
Office Hours:	Thursday, 4:30-5:00 pm or by appointment
Office Phone:	818-590-0004 (Pam) or 310-489-0741 (Joan)
E-mail:	pamela.roberts@cshs.org or pamela.roberts@chan.usc.edu surfus@chan.usc.edu

COURSE DESCRIPTION:

This course is designed for occupational therapy students who have an interest in learning dysphagia across the lifespan: pediatrics through geriatrics. It is intended for those students who wish to gain a better understanding of the oral, pharyngeal, and esophageal structures and function as they relate to normal and abnormal swallowing. This course will address various assessment and treatment strategies for patients and caregivers. The course will utilize a combination of didactic, case studies, and hands on experiences.

GOALS AND OBJECTIVES:

The overall goals of this course are for the student to: (1) learn core knowledge related to the occupational therapy practitioner's unique role with people who have a swallowing problem that interferes with their daily occupations, (2) use this knowledge for clinical problem solving, and (3) understand how occupational therapy's unique perspective fits overall dysphagia management for pediatrics through geriatrics. These goals are further specified in the following behavioral objectives.

Upon completion of the course the student should be able to:

1. Identify the difference between dysphagia and feeding/eating and the value of participation in mealtime activities.
2. Identify the history of dysphagia.
3. Identify anatomy and physiology of swallowing to describe the phases of swallowing, describe the role of the postural and respiratory systems in the integrity of dysphagia skills, and describe the indications for referral for a swallowing assessment and role within dysphagia management.
4. Identify structures, anatomy and physiology of a normal swallow for pediatrics through geriatrics.
5. Identify populations where dysphagia may occur.
6. Assess the oral preparatory, oral, pharyngeal, and esophageal phases of swallow through practical application for pediatrics through geriatrics.
7. Identify what type of assessment is most appropriate.
8. Identify precautions and safety issues related to swallowing.
9. Establish a basic treatment plan for initiation of feeding and swallowing program in the domain of practice reflecting on an individual's medical, pharmaceutical, ethical, and life span presentations.
10. Identify nutritional intake methods used for patients with swallowing dysfunction.
11. Identify different evaluation and treatment interventions based on the type of study and level of evidence for selected populations.
12. Discuss considerations for non-oral feeders.
13. Discuss effects of medications on dysphagia and implications for assessment and intervention.
14. Identify changes association with normal aging that are considered during swallowing assessment and intervention.
15. Identify the importance of and strategies for the engagement of caregivers in promoting feeding/eating skills.
16. Discuss occupational therapy roles and responsibilities for service provision for dysphagia management including CPT coding.
17. Discuss ethical considerations in dysphagia management through the lifespan.
18. Discuss positions of dysphagia management for occupational therapy practitioners

Objectives primarily address ACOTE Standard B.4.16 (2018 ACOTE standards)

CLASS POLICIES AND PROCEDURES:

University Student Conduct Code

The Student Handbook specifies the "Student Conduct Code" principles and procedures. All students are required to read and understand the Conduct Code. Violations of the Code include but are not limited to plagiarism, fabrication, unauthorized collaboration, and violation of examinations. Code violations and sanctions are outlined in the student manual. These standards of academic integrity will be adhered to in this class. Please feel free to ask questions and obtain clarification regarding academic integrity.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability,

medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

USC Office of Student Accessibility Services - (213) 740-0776

osas.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of Student Accessibility Services (OSAS)

Students requesting academic accommodation based on a disability are required to register with the Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodation can be obtained from OSAS when adequate documentation is filed. Please be sure the letter is delivered to the instructor as early in the semester as possible. OSAS is open Monday-Friday, 8:30-5:00. The office is at Grace Ford Salvatory 120, and their phone number is (213) 740-0776.

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The Student Handbook (SCampus) specifies the "Student Conduct Code" principles and procedures. All students are required to read and understand the Conduct Code. Violations of the Code include but are not limited to plagiarism, fabrication, unauthorized collaboration, and violation of examinations. Code violations and sanctions are outlined in the student manual. These standards of academic integrity will be adhered to in this class. Please feel free to ask questions and obtain clarification regarding academic integrity.

Drop Policy

Drop date is different for courses that are provided for half the semester only. Please check with the USC Mrs. T. H. Chan Division of Occupational Science and Occupational Therapy for date requirements.

Attendance

Class attendance is required. However, if a student is unable to attend class (due to personal illness, death in immediate family, or professional activities that have prior approval) the instructors must be notified. If you are unable to attend class leave a message for the instructors. Attendance will be included in the evaluation of participation for the course.

Assignments

Article critiques and presentations are due on the date stated in the course outline (Each student will be assigned to a small group and will present a synopsis to the class based on outline provided for article critiques). Late assignments, if accepted, will be penalized by a reduced grade and may jeopardize successful completion of the course.

Students are expected to read assignments before coming to class.

Students are responsible for obtaining handouts and assignments given out in class and/or posted on blackboard.

REQUIRED TEXTS:

1. Morris, SE & Klein, MD (2000). Pre-Feeding Skills: A Comprehensive Resource for Mealtime Development (2nd Edition). USA: Therapy Skill Builders.
2. Logemann, J. Evaluation and Treatment of Swallowing Disorders (2nd edition). San Diego, CA: College-Hill Press, Inc.
3. Selected articles by instructors.

RECOMMENDED TEXTS:

1. Logemann, J., Hutchinson, KA, Starmer, HM, Ciucci, MR, Gibbons, PJ, and Tellis, GM (2021). Evaluation and Treatment of Swallowing Disorders, (3rd edition). San Diego, CA: College-Hill Press, Inc. ISBN978-1-416-41195-6
2. Avery, W (2010). Dysphagia Care and Related Feeding Concerns for Adults (2nd Edition). Maryland: American Occupational Therapy Association.

COURSE ASSIGNMENTS AND GRADING:

Class Participation	10%
Group Article Critiques/Presentation	20%
Final Exam via Exam Soft	70%

Course is CR/NC.

You **MUST** pass the Final Exam in order to pass the course. Passing on the Final Exam is 70%.

ASSIGNMENTS:

Article Critiques: Each Student will complete two peer reviewed article critiques to link research to practice. Articles must be **within the last 5 years** and from peer reviewed journal. Presentations are a total of **10 minutes!**

- One pediatric or adolescent peer reviewed feeding, eating, or swallowing article.
- One adult or geriatric peer reviewed feeding, eating, or swallowing article.
- **Electronic copies of the articles, the PowerPoint presentations, and the Article Critique** MUST be submitted on Blackboard the **DAY BEFORE THE PRESENTATION by 5 pm**

The article critiques will include review of evidence-based feeding, eating and/or swallowing practice and will include a power point presentation for each article.

Refer to Article Critique Guidelines for specifics. Each group will have specific topic areas. Presentation of the PowerPoint presentation to the class will occur based on content of article. The expectation is that the presentation will be “professional” including professional dress and to be a total of **10 minutes. Goal is to be concise!**

Feeding Lab Assignment: You must upload your feeding lab assignment by February 17, 2022. Upload required for course credit.

Final Exam: The final exam will consist of a written exam covering key aspects based on course objectives. You **MUST** pass the Final Exam in order to pass the course.

OT 575 Weekly Schedule-Spring 2023

WEEK:	DATE:	TOPIC:	READINGS:
1	January 12	<ul style="list-style-type: none"> • Introduction to course • History of Dysphagia • Overview of Feeding, Eating and Swallowing • Anatomy and Physiology • Common diagnostic populations with dysphagia • Phases of Swallowing • Positions on Dysphagia (e.g. CBOT) • CPT Coding 	<ul style="list-style-type: none"> • Pre-Feeding Skills: Chapter 1: p. 7-13 • Pre-Feeding Skills: Chapter 4: p. 43-58 • Pre-Feeding Skills: Chapter 5: p. 59-95 • Evaluation and Treatment of Swallowing Disorders: Chapter 1: p. 1-11 • Evaluation and Treatment of Swallowing Disorders: Chapter 2: p. 13-52 • Specialized Knowledge and Skills in Eating and Feeding for Occupational Therapy Practice (2007), American Journal of Occupational Therapy, Vol. 61 (6), 686-700 or Dysphagia Care and Related Feeding Concerns for Adults: Appendix B • California Code of Regulations 4150-4155, Article 6: Advanced Practice • 4153: Swallowing Assessment, Evaluation, or Intervention. • Dysphagia Care and Related Feeding Concerns for Adults: Appendix C and D-Competencies, Criteria and Client Outcomes: Specialty Certification in Feeding, Eating, and Swallowing: Occupational Therapist, Occupational Therapy Assistant • Dysphagia Care and Related Feeding Concerns for Adults: Appendix E-

			<p>Guidelines for Supervision, Roles and Responsibilities During the Delivery of Occupational Therapy Services</p> <ul style="list-style-type: none"> • Cox, M, Roberts, P, Holm, S, Kurfuerst, S, Lynch, A, Schuberth, L (2006). • Special Certification in Feeding, Eating, and Swallowing: Benefiting Clients and Occupational Therapy Practitioners, OT Practice, Vol 11, Issue 8, May 8, 2006.
<p>Objectives:</p> <ul style="list-style-type: none"> • Identify the difference between dysphagia and feeding/eating and the value of participation in mealtime activities. • Identify the history of dysphagia • Identify anatomy and physiology of swallowing to describe the phases of swallowing, describe the role of the postural and respiratory systems in the integrity of dysphagia skills, and describe the indications for referral for a swallowing assessment and role within dysphagia management. • Identify populations in which dysphagia may occur • Identify structures, anatomy and physiology of a normal swallow for pediatrics through geriatrics • Assess the oral preparatory, oral, pharyngeal, and esophageal phases of swallow through practical application for pediatrics through geriatrics • Discuss occupational therapy roles and responsibilities for service provision for dysphagia management including CPT coding • Discuss AOTA and CBOT's position of dysphagia management for occupational therapy practitioners • Discuss specialty certification including competencies, criteria, and client outcomes 			
WEEK:	DATE:	TOPIC:	READINGS:
2	January 19	<ul style="list-style-type: none"> • General Assessment Considerations • Types of Assessments • Dysphagia Clinical Screen • Clinical Dysphagia Evaluation-Adults and Geriatrics 	<ul style="list-style-type: none"> • Evaluation and Treatment of Swallowing Disorders: Chapter 2: p. 13-52 • Evaluation and Treatment of Swallowing Disorders: Chapter 5: p.135-168

		<ul style="list-style-type: none"> • Clinical Dysphagia Evaluation-Adults and Geriatrics Lab • Case Study Presentations 	
Objectives: <ul style="list-style-type: none"> • Identify what type of assessment is most appropriate • Identify precautions and safety issues related to swallowing • Perform clinical dysphagia screen and evaluation for adults and geriatrics 			
WEEK:	DATE:	TOPIC:	READINGS:
3	January 26	<ul style="list-style-type: none"> • Clinical Dysphagia Evaluation- Pediatrics • Clinical Dysphagia Evaluation-Pediatrics Lab • Case Study Presentations 	<ul style="list-style-type: none"> • Pre-Feeding Skills: Chapter 6: p. 97-119 • Pre-Feeding Skills: Chapter 7: p. 121-137 • Pre-Feeding Skills: Chapter 9: p. 157-186 • Pre-Feeding Skills: Chapter 8: p. 139-156
Objectives: <ul style="list-style-type: none"> • Perform clinical dysphagia evaluation for pediatrics and adolescents 			
WEEK:	DATE:	TOPIC:	READINGS:
4	February 2	<ul style="list-style-type: none"> • Pediatric and Adolescent Treatment Interventions • Infant Driving Feeding (Cue-based) • Case Study Presentations 	<ul style="list-style-type: none"> • Pre-Feeding Skills: Chapter 10: p. 187-214 • Pre-Feeding Skills: Chapter 11: p. 215-233 • Pre-Feeding Skills: Chapter 12: p. 235-247 • Ludwig, SM & Waitzman KA (2007). Changing feeding documentation to reflect infant-driven feeding practice; Vol 7 (3): 155-160
Objectives: <ul style="list-style-type: none"> • Identify different dysphagia interventions based on the type of study and level of evidence for selected populations • Identify problems from case studies and establish basic treatment plan for initiation of feeding and swallowing program for pediatrics and adolescents • Establish a basic treatment plan for initiation of feeding and swallowing program in the domain of practice reflecting on an individual's medical, pharmaceutical, ethical, and life span presentations 			
5	February 9	<ul style="list-style-type: none"> • Instrumental Evaluation of Swallowing • Adult and Geriatric Treatment Interventions 	<ul style="list-style-type: none"> • Evaluation and Treatment of Swallowing Disorders: Chapter 3: p. 53-70

		<ul style="list-style-type: none"> • Case Study Presentations • Ethical Considerations 	<ul style="list-style-type: none"> • Evaluation and Treatment of Swallowing Disorders: Chapter 4: p. 71-133 • Evaluation and Treatment of Swallowing Disorders: Chapter 5: p. 168-189 • Evaluation and Treatment of Swallowing Disorders: Chapter 6: p. 191-250 • Evaluation and Treatment of Swallowing Disorders: Chapter 9: p. 303-328 • Evaluation and Treatment of Swallowing Disorders: Chapter 10: p. 329-343 • Sdravon, K; Walshe, M; and Dagdilelis, L (2012). Effects of carbonated liquids on oropharyngeal swallowing measures in people with neurogenic dysphagia. <i>Dysphagia</i>, 27 (2): 240-250.
	Feeding Lab Assignment	<ul style="list-style-type: none"> • Feeding Lab 	<ul style="list-style-type: none"> • Each student to complete Feeding Lab Assignment
	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify structures on videofluoroscopic and other instrumental swallowing evaluations • Identify different dysphagia interventions based on the type of study and level of evidence for selected populations • Identify problems from case studies and establish basic treatment plan for initiation of feeding and swallowing program for adults and geriatrics • Establish a basic treatment plan for initiation of feeding and swallowing program in the domain of practice reflecting on an individual's medical, pharmaceutical, ethical, and life span presentations • Discuss ethical considerations in dysphagia management through the lifespan. 		
WEEK:	DATE:	TOPIC:	READINGS:
6	February 16	<ul style="list-style-type: none"> • Nutritional Intake Considerations • Considerations for Non-Oral Feeders • Caregiver Training and Coordination 	<ul style="list-style-type: none"> • Pre-Feeding Skills: Chapter 2: p. 15-30 • Pre-Feeding Skills: Chapter 3: p. 31-41 • Pre-Feeding Skills: Chapter 16: p. 311-351

		<ul style="list-style-type: none"> • Effects of Medication on Dysphagia • Anatomic and Physiologic Changes Associated with Normal Aging • Lab-Food Clinical Trials 	<ul style="list-style-type: none"> • Pre-Feeding Skills: Chapter 23: p. 585-617 • Pre-Feeding Skills: Chapter 24: p. 619-647 • Evaluation and Treatment of Swallowing Disorders: Chapter 11: p. 350-357 • Evaluation and Treatment of Swallowing Disorders: Age Related Changes: p. 29, 37-45 • Evaluation and Treatment of Swallowing Disorders : Chapter 12 : p. 359—365 • Evaluation and Treatment of Swallowing Disorders: Medications: p. 313, 240, 354, 369, 338, 335-336, and 341 • Hiramatsu T, Kataoka H, Osaki M, Hagino (2015). Effect of aging on oral and swallowing function after meal consumption. Aging, 10: 229-235.
	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify nutritional intake methods used for patients with swallowing dysfunction • Discuss considerations for non-oral feeders • Identify the importance of and strategies for the engagement of caregivers in promoting feeding and eating skills • Discuss effects of medications on dysphagia and implications for assessment and intervention • Identify changes association with normal aging that are considered during swallowing assessment and intervention 		
WEEK:	DATE:	TOPIC:	
6	February 16	<ul style="list-style-type: none"> • Final Examination 	