

The University Of Toledo

Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
Code:	CM
Date Received:	/ / (mm/dd/yyyy)
Date Effective:	/ / (mm/dd/yyyy)
CIP Code (If changed):	
Subsidy (If changed):	

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

College: Judith Herb College of Education, HSHS	Dept: Rehabilitation Sciences
Contact Person: Lori Pakulski	Phone: x2573
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PRESENT	PROPOSED
Course Alpha/Numeric: SLP 6650	Course Alpha/Numeric: SLP 6650
Course Title: Dysphagia and Oropharyngeal Disorders	Course Title: Feeding and Swallowing Disorders
Credit Hours: 2	Credit Hours: 3
Cross Listings:	Cross Listings:
Prerequisites:	Prerequisites:
Catalog Description: Evaluation and intervention procedures for individuals with communication problems related to structural impairments of the oral cavity and pharynx.	Catalog Description: This course introduces the student to the nature, evaluation, and management of feeding and swallowing disorders from infancy through adulthood.
UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture	UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture
TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics	TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics

Reason for Change: As the field of speech-language pathology evolves, the expectation for knowledge and skill in the area of feeding and swallowing disorders has grown tremendously. Based upon recent graduate and employer feedback, and instructor input, it has become

increasingly important to provide students with a course that allows for additional content. Consequently, this request is made to expand the course to three credits to meet the knowledge and skill outcomes necessary for certification and appropriate clinical preparation.

Has course content changed? Yes No

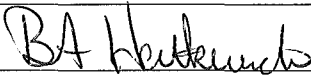
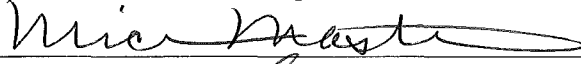


If Yes, give a brief topical outline of the revised course: The content will be expanded to provide students with more information about feeding and swallowing issues, particularly as they relate to pediatric patient intervention and care.

NOTE: Please attach a copy of the syllabus or course outline.

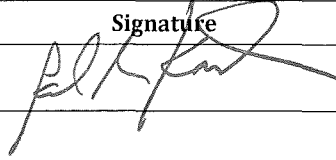
Has the course changed from a non-core curriculum course to a core curriculum course?
 Yes No

List any course or courses to be dropped: .

APPROVAL:

	Signature	Date
Department Curriculum Authority:		3/29/12
Department Chairperson:		3/30/12
College Curriculum Authority:		4-23-12
College Dean:		4-24-12

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
UUCG or Graduate Council Curriculum Chair:		9-4-2012
Faculty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		

SLP 6650: Feeding and Swallowing Disorders

Course Description:

This course introduces the student to the nature, evaluation, and management of feeding and swallowing disorders in adults and children (3 credits).

Required Texts:

Groher, M., & Crary, M. (2010). *Dysphagia: Clinical management in adults and children*. Maryland Heights, MO: Mosby, Inc.

Other Required Readings:

American Speech-Language-Hearing Association. (2002). Knowledge and skills needed by speech-language pathologists providing services to dysphagic patients/clients. *ASHA Supplement*, 22, 81-87. Rockville, MD: Author.

American Speech-Language-Hearing Association. (2002). Roles of the speech-language pathologist in swallowing and feeding disorders: Position statement and technical report. *ASHA Supplement*, 22, 73-79. Rockville, MD: Author.

Speyer, R., et al. (2010). Effects of therapy in oropharyngeal dysphagia by speech and language therapists: A systematic review. *Dysphagia*, 25, 40-65.

Recommended Readings:

In addition to the required readings, several other recommended readings are available on e-reserve for the course. You may also find the following texts helpful:

Corbin-Lewis, K., Liss, J., & Sciortino, K. (2005). *Clinical anatomy & physiology of the swallow mechanism*. Clifton Park, NY: Thomson Delmar Learning.

Fraker, C. & Walbert, L. (2003). *Evaluation and treatment of pediatric feeding disorders*. Austin, TX: Pro-Ed

Internet Resources:

- <http://www.dysphagia.com>

- <http://www.d.umn.edu/csd/video/swallowing.htm>

The University of Minnesota offers an opportunity for you to practice identification and evaluation of videofluoroscopic swallows. You can download these samples and practice off line.

Course Objectives/Student Learning Outcomes*:

The student will demonstrate fundamental knowledge about normal and disordered feeding and swallowing (Standards III B, C)

1.0 In order to demonstrate knowledge of normal and disordered swallowing in children and adults, the student will

- 1.1 Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to
 - 1.1.1 anatomy of normal swallowing
 - 1.1.2 physiology of normal swallowing
 - 1.1.3 disorders and etiologies of swallowing disorders
 - 1.1.4 clinical manifestations (signs and symptoms) of swallowing disorders

The student will demonstrate detailed knowledge about the assessment of swallowing and feeding disorders (Standards III D; IV B, G)

2.0 In order to demonstrate detailed knowledge of the principles and methods of prevention, assessment and diagnosis of individuals with swallowing and feeding disorders and ways to adapt procedures to meet individual needs (including considerations of anatomical/physiological, psychological, developmental, linguistic and cultural correlates of the disorder), the student will

- 2.1 Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to
 - 2.1.1 principles and procedures of a clinical bedside assessment as a screening and diagnostic measure
 - 2.1.2 instrumental procedures used in evaluating swallowing and their specific advantages and disadvantages
 - 2.1.3 signs and symptoms of dysphagia as revealed by clinical, videofluoroscopic, and other instrumental examinations
 - 2.1.4 assessing feeding, nutritional issues in feeding and multicultural feeding influences in conjunction with a dietitian
 - 2.1.5 prognostic factors and implications related to specific diagnostic categories
 - 2.1.6 indications and procedures for referral to other professionals
 - 2.1.7 accepted formats for documenting and reporting assessment results
- 2.2 Read and interpret videofluoroscopic swallow study samples and write case reports based on these videofluoroscopic studies, demonstrating proficiency in**
 - 2.2.1 measuring oral transit time, determining if it is normal or delayed, estimating the delay, and describing any abnormalities that may have caused the delay
 - 2.2.2 assessing the pharyngeal swallow, measuring pharyngeal transit time, determining if it is normal or delayed, estimating the delay and describing any abnormalities in the pharyngeal response to the swallow
 - 2.2.3 identifying the presence of penetration and aspiration, and the timing and cause(s) of any aspiration

The student will demonstrate detailed knowledge about intervention for feeding and swallowing disorders (Standards III D; IV B, G)

3.0 In order to demonstrate detailed knowledge of principles and methods of evidence based intervention for people with swallowing and/or feeding disorders and ways to

adapt procedures to meet individual needs (including considerations of anatomical/physiological, psychological, developmental, linguistic and cultural correlates of the disorder), the student will

3.1 Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from course experiences related to selected topics that may include but not be limited to

- 3.1.1 principles and methods of oral and nonoral feeding
- 3.1.2 treatment candidacy
- 3.1.3 clinical management (swallowing maneuvers, compensatory postures and positioning, bolus modifications, adaptive equipment, physiotherapeutic exercises, sensory stimulation, biofeedback)
- 3.1.4 risk management prevention of dysphagic complications.
- 3.1.5 surgical/medical management
- 3.1.6 special treatment procedures (e.g., procedures for addressing behaviors and environments that affect swallowing and feeding)
- 3.1.7 counseling patients, families, and caregivers
- 3.1.8 current efficacy/effectiveness research findings related to the treatment of swallowing disorders

3.2 Write case reports based on videofluoroscopic studies, demonstrating proficiency in

- 3.2.1 making appropriate recommendations for oral, nonoral, or combined oral/nonoral feeding
- 3.2.2 making appropriate recommendations for clinical management procedures

Course Requirements and Grading:

The final course grade will be based on the following:

- | | |
|----------------------------|-----|
| (1) Midterm exam | 35% |
| (2) Final exam | 40% |
| (3) Case reports | 20% |
| (4) Experience Assignments | 5% |

Examinations will cover material dealt with in class as well as assigned readings. The format, requirements, and forms for the case reports will be discussed in class.

The following grading scale will be used:

94-100=A	73-76=C
90-93=A-	70-72=C-
87-89=B+	66-69=D+
83-86=B	63-65=D
80-82=B-	60-62=D-
76-79=C+	0-59=F

***NOTE: Satisfactory performance in this course requires completion of all student learning outcomes at the 83% level of proficiency or above. Students not achieving**