



SACRAMENTO
STATE

Course Change Proposal Form A



SPA 0809 #7

Academic Group (<i>College</i>): HHS	Academic Organization (<i>Department</i>): SPHP	Date: 5/20/08
Type of Course Proposal: New ___ Change <u>X</u> Deletion ___	Department Chair: Laureen O'Hanlon	Submitted by: Larry Boles
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u>	For Catalog Copy: Yes <u>X</u> No ___ CCE: Yes ___ No <u>X</u>	Semester Effective: Fall <u>X</u> Spring ___, 2008__

This course replaces experimental course Subject Area (<i>prefix</i>) and Catalog Number (<i>course number</i>):	
This Catalog Number (<i>course number</i>) is being replaced:	

Change from:

Subject Area (<i>prefix</i>) & Catalog No. (<i>course no.</i>): SPHP 227	Title: Dysphagia	Units: 2
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Change to:

Subject Area (<i>prefix</i>) & Catalog No. (<i>course no.</i>): SPHP 227	Title: Dysphagia and the Medical Setting	Units: 3
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JUSTIFICATION:

This change in the number of units and title represents: a) the changes in the field, particularly in the hospital setting, where speech pathologists so often treat individuals with dysphagia (swallowing disorders), and b) the course content, which will now include issues unique to the medical setting.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Swallowing problems from infancy through old age; growth patterns and failures in younger populations; feeding and swallowing problems related to normal aging processes and those associated with neurogenic disorders. Assessment and treatment. Includes both theoretical and experiential components. Overview of the role of the Speech-Language Pathologist in the hospital setting including learning how to read medical charts, basic insurance information, understanding other disciplines and how they affect the job and career of an SLP in the hospital (including guest lectures), and medical terms/abbreviations.

Note:

Prerequisite: SPHP 218, 221, instructor permission Enforced at Registration: Yes <u>X</u> No ___	
Corequisite: Enforced at Registration: Yes ___ No <u>X</u>	
CAN (California Articulation Number):	
Graded: Letter <u>X</u> Credit/No Credit ___	Instructor Approval Required? Yes <u>X</u> No ___
Course Classification (<i>e.g., lecture, lab, seminar, discussion</i>): C2 seminar	Title for SIS+/CMS (not more than 30 characters) Medical Speech Pathology
Cross Listed? Yes ___ No <u>X</u>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? <u>1</u>	
Can the course be taken for Credit more than once during the same term? Yes ___ No <u>X</u>	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

Students will:

1. demonstrate knowledge of medical terms/abbreviations.
2. demonstrate knowledge of the multi-disciplinary team.
3. demonstrate knowledge of normal swallowing anatomy and physiology.
4. identify risk factors for dysphagia.
5. demonstrate knowledge of the evaluation and treatment processes of dysphagia.
6. describe clinical decision-making and ethical guidelines for evaluating and treating dysphagia.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Students will demonstrate proficiency with a combination of in class examination (combination multiple choice, short answer, essay), written case reports, and in-class presentations

For whom is this course being developed?

Majors in the Dept Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No ___

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No

If yes, attach a description of resources needed and verify that resources are available.


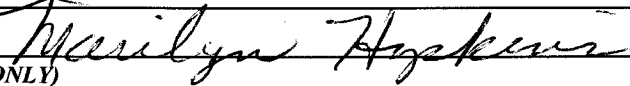
Indicate which department or programs will be affected by the proposed course (if any). none

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair: 	5-21-08
College Dean or Associate Dean: 	5-20-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/27/08

SPHP 227: Dysphagia and the Medical Setting-Fall 2008
Tuesdays 6:00-8:20 pm; Douglas Hall

Instructor: Scott A. Jackson, M.S., CCC-SLP
 Email : scottajackson081269@yahoo.com or
sjackson@northbay.org or
sj227@saclink.csus.edu

COURSE DESCRIPTION

Swallowing problems from infancy through old age; growth patterns and failures in younger populations; feeding and swallowing problems related to normal aging processes and those associated with neurogenic disorders. Assessment and treatment. Includes both theoretical and experiential components. Overview of the role of the Speech-Language Pathologist in the hospital setting including learning how to read medical charts, basic insurance information, understanding other disciplines and how they affect the job and career of an SLP in the hospital (including guest lectures), and medical terms/abbreviations.

COURSE OBJECTIVES:

Students will:

1. Provide an overview of the role of the Speech-Language Pathologist in the hospital setting including learning how to read medical charts, basic insurance information, understanding other disciplines and how they affect the job and career of an SLP in the hospital (including guest lectures), and medical terms/abbreviations.
2. Introduce the normal process of swallowing, including anatomy, physiology and neurological processes.
3. Introduce the definition of dysphagia, including risk factors, evaluation, diagnosis, and treatment.
4. Provide opportunities for observation and practical experience with the assessment and interpretation of clinical bedside swallowing evaluations and modified barium swallow studies.
5. Provide review of current research in assessment and treatment of dysphagia.
6. Introduce students to the clinical decision-making and ethical guidelines for evaluating and treating dysphagia.

SPECIFIC STUDENT LEARNING OUTCOMES:

Students will:

1. demonstrate knowledge of medical terms/abbreviations.
2. demonstrate knowledge of the multi-disciplinary team.
3. demonstrate knowledge of normal swallowing anatomy and physiology.
4. identify risk factors for dysphagia.
5. demonstrate knowledge of the evaluation and treatment processes of dysphagia.
6. describe clinical decision-making and ethical guidelines for evaluating and treating dysphagia.

COURSE MATERIALS:

Required Text:

Evaluation and Treatment of Swallowing Disorders, 2nd Edition
 Jeri Logemann, 1998, Pro-Ed

On reserve/Recommended Texts: (These are on 2-hour reserve in the resource room)

Dysphagia: Diagnosis and Management, 3rd Edition
 Michael Groher, 1997, Butterworth-Heinemann

Dysphagia Assessment and Treatment Planning: A Team Approach

Rebecca Leonard and Katherine Kendall, 1997, Singular

ASSESSMENT

Students will demonstrate proficiency with a combination of in class examination (combination multiple choice, short answer, essay), written case reports, and in-class presentations

COURSE REQUIREMENTS

	<u>%</u>	<u>Points</u>		<u>Grading Scale</u>		
			<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
Quizzes (2)	8.3%	30 (15 & 15)	93-100	A	73-76	C
MBS Report	17%	50	90-92	A-	70-72	C-
Paper on Disorders	8.3%	20	87-89	B+	67-69	D+
Midterm Exam	33%	100	83-86	B	63-66	D
Final Exam	33%	100	80-82	B-	60-62	D-
TOTAL	100%	300	77-79	C+	0-59	F

DESCRIPTION OF COURSE REQUIREMENTS:

Quizzes: Quizzes will be short and may consist of labeling, multiple choice, T/F, & short answers.

Video Fluoroscopy Swallow Study (VFSS)/Modified Barium Swallow (MBS) Observation/Report:

Each student will be required to contact one of the hospitals on the attached list and arrange to observe a VFSS/MBS evaluation. A report of the observation will be submitted for a maximum of 50 points: 45 points are available for visiting the facility and completing the written report, and 5 points will be given for completing the report in time. This report will be written in SOAP format. See the attached intake sheet for assistance to help make sure you get all the information needed. It will include the following:

- ✓ Age, Level of care, medical history of the patient and complaints/problems reported by him/her.
- ✓ Consistencies presented & position(s) seated.
- ✓ Description of the swallow function in terms of swallowing stages: oral preparatory, oral transit, pharyngeal, and esophageal.
- ✓ Description of diagnosis and recommendations made by the Speech Pathologist, including goals, diet, strategies, and other recommendations.
- ✓ May include description of evaluation procedures, including setting up the room, setting up the taping/recording & list of all personnel involved in the procedure and their roles.

Papers on Disorders: Each student will be assigned an associated disorder/clinical population and be required to write up a review. The review will include but is not limited to the following:

- ✓ Description and definition of the disorder/clinical population, including prevalence and etiology;
- ✓ Discussion of the effects of the disorder on swallowing function; specify phases or physiology most affected;
- ✓ Discussion of appropriate/effective treatment strategies and prognosis.

The written paper must be at least 1 page but no more than 3 pages, single-spaced. There must be at least 3 references from journals or other research sources other than the course textbooks.

Exams: All exams are cumulative. Exam dates are tentative except the final exam. All exams will be a combination of multiple choice, true/false, short answer, essay questions, video tape observation of studies, and/or writing a report.

GENERAL POLICIES:

Make-up Exams: I am not a fan of missed exams. No make-up examinations are ever given unless there is a documented medical situation and you have written proof. This is solid!!!! **You are responsible for contacting the professor to schedule this make-up exam. If you fail to contact the professor to schedule the make-up exam, then you receive a "zero" on that exam.** If there is another reason you feel you can't take the final exam, you will automatically receive 25 points off the score. Please sign the attached paper stating that you will not ask to take the examination at a different time than the rest of the class unless otherwise noted.

Late Assignments: No late papers/presentations are allowed given the tight course schedule. Reports and papers may be turned in early (as if...), but *you may wish to hold onto your VFSS/MBS report until at least November 13th or 20th to understand the format of how I want VFSS/MBS reports written.*

Attendance: Students are expected to attend class on a regular basis. If the student is absent for an extended period of time (2 weeks or more), the student should meet with the instructor to determine a reasonable course of action.

Drop/Add: Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

Special Needs/Accommodations: Any student who does not understand or accept the contents and terms of this syllabus or has a disability or condition that compromises his/her ability to complete course requirements must notify the instructors in writing within one week of receiving this syllabus. Further, if a scheduled exam is in conflict with a mandated religious observance, please notify the instructor.

VFSS/MBS OBSERVATIONS

- Sutter Memorial Hospital
- Methodist Hospital
- Sutter Roseville Hospital
- Kaiser Permanente Hospital (Sacramento)
- Kaiser Permanente Hospital (Vallejo)
- UCD Medical Center (ENT clinic)
- UCD Medical Center (Speech clinic)
- Veteran's Home of California (Yountville)
- NorthBay Medical Center (Fairfield)
- Queen of the Valley Hospital (Napa)
- Woodland Hospital (Woodland)
- David Grant Medical Center (Travis Air Force Base)

General Information:

- Select a hospital you would be interested in observing, contact the student point person and sign up for an available time.
- See attached for the phone numbers and contacts at the hospitals
- The point person will make all contacts with the facility throughout the semester. Ask them periodically when there is an observation available because it is not his/her responsibility to find you when one is open.
- Please be professional for these observations. That means dressing appropriately (no jeans, shorts, open-toed shoes, sandals, etc...). Remember, these people are potentially your future employers!!
- ***Remember...you cannot go into the radiology suite to observe if you are pregnant or think you may be pregnant. Talk to me if this applies to you.***

TENTATIVE LECTURE AND ASSIGNMENT SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS/ASSIGNMENTS</u>
Sept. 2	*Introduction/Review of syllabus *Role of SLP in hospital setting *Hospital terms	Course Syllabus
Sept. 9	*Dysphagia team *Guest lecturers (OT & RD) *Definitions of Dysphagia	Logemann: Ch. 1; Groher Ch. 1
Sept. 16	*Anatomy & Physiology of Normal Swallowing	Logemann: Ch. 2
Sept. 23	*Disordered Swallowing Symptoms & Disorders	Logemann: Ch. 4
Sept. 30	*Quiz #1 (15 points) *Techniques for Studying Swallowing *Clinical/Bedside Swallowing Evaluation	Logemann: Ch. 3; Leonard/Kendall: Ch. 10 Logemann: Ch. 5; Leonard/Kendall: Ch. 5
Oct. 7	*Video Fluoroscopic Swallow Study (Modified Barium Swallow Study) *FEES	Logemann: Ch. 5; Groher Ch. 8; Leonard/Kendall: Ch. 7 & 10
Oct. 14	*Catch-up/Review	
Oct. 21	Midterm	
Oct. 28	*Tracheostomy & Speaking Valves	Logemann: pg. 141-151, Groher: pg. 278-285; Leonard/Kendall: pg. 52-54
Nov. 4	*Gastro-Esophageal Reflux (GER)	
Nov. 11	Veteran's Day-Off	
Nov. 18	*Interpreting the MBS *Clinical Decision Making *Management of Swallowing Patients	
Nov. 25	*Quiz #2 (15 points) *Guest lecturer (pediatric OT) on feeding issues	Disorder Papers Due
Dec. 2	*Infant/Pediatric Swallowing Disorders	Groher: Ch. 6; Leonard/Kendall Ch. 13 Guest: Kelly McMahon (Northbay Rehab) *VFSS/MBS Observation Reports Due
Dec. 9	*Review of More Videos *Catch-up/Review	
Dec. 16	Final Exam	

MBS/VFSE OBSERVATIONS

When you go and observe the required studies for class, make sure you take this with you and get the following information which will help you write the report when the time comes:

1. Age:
2. Level of care (Independent, SNF, ICF, Acute hospital):
3. Medical history:
4. Complaint (includes pt. complaint, MD concerns, family reports):
5. What he/she is being referred for:
6. Those present in the Radiology room:
7. Views (lateral and/or A/P?):
8. Consistencies presented:
9. Any difficulties with seating/positioning:
10. Findings (ask the therapist afterwards!!!) Make sure you get oral preparatory phase, oral transit phase, and pharyngeal phase information.
11. Recommendations (include diet, swallow tx?, strategies, exercises)

Agreement for Test Dates

I _____ agree to not ask Scott Jackson (instructor for SPHP 227) to take any of the exams or quizzes on any other date than what is listed on the syllabus (or what is determined by the class if the schedule is off).

Signature:

Date: