



SACRAMENTO  
STATE

# Course Change Proposal Form A



Academic Group ( <i>College</i> ): <b>HHS</b>	Academic Organization ( <i>Department</i> ): <b>SPHP 226</b>	Date: <b>2/10/09</b>
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: <b>Laureen O'Hanlon, Ph.D.</b>	Submitted by: <b>Ann Blanton, Ph.D.</b>
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input checked="" type="checkbox"/> 2009

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

**Change from:**

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

Subject Area ( <i>prefix</i> ) & Catalog No. ( <i>course no.</i> ): SPHP 226	Title: <b>Endoscopy</b>	Units: <b>1</b>
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**JUSTIFICATION:**

The course is currently not offered in other CSU Speech Pathology and Audiology programs although endoscopy is within the scope of practice of a Speech-Language Pathologist (ASHA 1998, 2004, 2005). There is a great deal of interest among current professional SLPs as well as current SLP students in participating in an endoscopy class. This course will be offered for ASHA CEU's through the College of Continuing Education.

**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)

Study of the characteristics of videoendoscopy utilizing both flexible and rigid endoscopes, including nasendoscopic examination of velopharyngeal function and laryngeal function for voice and resonance, laryngeal/pharyngeal function for swallow, and oral examination of laryngeal function for voice with a rigid endoscope. Evaluation of voice and resonance disorders, and swallowing disorders.

Note:

Prerequisite:

Enforced at Registration: Yes  No

Corequisite: SPHP 226L

Enforced at Registration: Yes  No

CAN (California Articulation Number):

Graded: Letter  Credit/No Credit

Instructor Approval Required? Yes  No

Course Classification (*e.g., lecture, lab, seminar, discussion*):

C2

Title for SIS+/CMS (not more than 30 characters)

Endoscopy

Cross Listed?

Yes  No

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?   1  

Can the course be taken for Credit more than once during the same term? Yes  No

**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>

**Per syllabus:** Upon completion of this course the student will be able to:

- A. Discuss and answer questions about principles and methods of assessment for people with communication and swallowing disorders, including consideration of anatomical/physiological correlates of the disorders of voice and resonance disorders and swallowing disorders.
- B. Critically discuss and answer questions about the scope of practice for SLPs and endoscopy in the state of California.
- C. Demonstrate skills outcomes through successful performance on academic course work, class discussion, and examinations, as well as performance of endoscopic examinations:
  - i. Evaluation of: 1) Voice disorders 2) Resonance disorders 3) Swallowing disorders.
    - a. Conduct screening and prevention procedures (including prevention activities).
    - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
    - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
    - d. Adapt evaluation procedures to meet client/patient needs.
    - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
    - f. Complete administrative and reporting functions necessary to support evaluation.
    - g. Refer clients/patients for appropriate services.

**\*\*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:

Two classroom examinations, weekly journaling of clinical experience, a summative assessment by the supervising clinician of the clinical training objectives, a summary paper describing the learning objectives and their progress towards achieving those objectives.

**For whom is this course being developed?**  
 Majors in the Dept  Majors of other Depts  Minors in the Dept  General Education  Other X SLPs in Community   
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No   
 If yes, identify program(s): \_\_\_\_\_

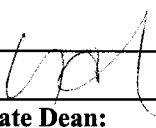
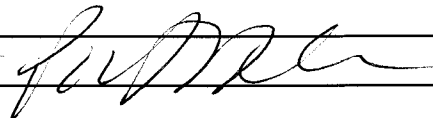
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes  No   
 If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

***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:**

<b>Department Chair:</b> 	<b>Date</b> 4/24/2009
<b>College Dean or Associate Dean:</b> 	4/25/2009

<b>CPSP (for school personnel courses ONLY)</b>	
<b>Associate Vice President and Dean for Academic Programs</b>	

**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.**

California State University, Sacramento  
Speech Pathology and Audiology

Summer Session, 2009

SPHP 226  
Endoscopy  
Section 1: TBA

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1. Course Description

Study, through lecture and reading, of the characteristics of videoendoscopy utilizing both flexible and rigid endoscopes, including nasendoscopic examination of velopharyngeal function and laryngeal function for voice and resonance, laryngeal/pharyngeal function for swallow, and oral examination of laryngeal function for voice with a rigid endoscope. Evaluation of voice and resonance disorders, and swallowing disorders.

2. Recommended Texts

- Andrews, M.L. (2006). *Manual of voice treatment: Pediatrics through Geriatrics*, 3<sup>rd</sup> ed. Clifton Park, NY: Thomson Delmar Learning.
- Hirano, M. & Bless, D.M. (1993). *Videostroboscopic Examination of the Larynx*, San Diego, CA: Singular Publishing Group, Inc.
- Karnell, M.P. (1994). *Videoendoscopy: from Velopharynx to Larynx*, San Diego, CA: Singular Publishing Group, Inc.
- Logemann, J.A. (1998). *Evaluation and Treatment of Swallowing Disorders*, Austin, TX: PRO-ED, Inc.

3. The following learning objectives will be covered and assessed through lecture, discussion, assessment of recorded client evaluations, and homework assignments:

- A. KASA (Knowledge And Skills Acquisition) Standards addressed:
- i. III-D: Possess knowledge of the principles and methods of ... assessment ... for people with communication and swallowing disorders, including consideration of anatomical/physiological ... correlates of the disorders:  
Voice and resonance disorders.  
Swallowing disorders.

- ii. IV-G: The student must complete a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes (...skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):
1. Evaluation (must include all skill outcomes listed in a-g below for each of the 3 major areas: 1) Voice disorders 2) Resonance disorders 3) Swallowing disorders.
    - a. Conduct screening and prevention procedures (including prevention activities).
    - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professional.
    - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
    - d. Adapt evaluation procedures to meet client/patient needs.
    - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
    - f. Complete administrative and reporting functions necessary to support evaluation.
    - g. Refer clients/patients for appropriate services.

B. Background and Preparation: The following learning objectives will be covered and assessed through lectures, discussion, reading, and viewing previously recorded endoscopic examinations:

- i. Demonstrate knowledge of -
  - Normal anatomy and physiology of the velum, pharynx, and larynx.
  - Vocal tract physiology for voice production, speech production, and swallowing.
  - The spectrum of disorders associated with voice production, speech production, and swallowing.
  - The clinical significance of images obtained by endoscopic examination of the speech mechanism.
  - The ability to interpret endoscopic examinations of the voice mechanism.
  - Infection control and universal precautions.
  - Endoscopic equipment.
  - Equipment for storing video images.
  - Informed consent procedures and patient risks/benefits.

4. Course Requirements

- A. Class attendance and participation
- B. Readings
- C. Quizzes

5. Expectations

Students are expected to attend class regularly and to be prepared to participate in class discussions. Quizzes must be taken on the scheduled dates and times. No special circumstances will be allowed for rescheduling or make-ups. If you are absent from class, you are responsible for all material covered.

**Cell phones are to be turned off throughout the class periods.** Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy.

6. Evaluation and Performance Criteria

- |  |          |                      |
|--|----------|----------------------|
| A. Quizzes -   | 100 pts. | 30%                  |
| B. Endoscopic evaluations  | 200 pts. | 70%                  |
| i. Minimum of 25 flexible nasendoscopic evals demonstrating adequate understanding of laryngeal/pharyngeal/velopharyngeal structures and function. |          |                      |
| ii. Rigid oral endoscopic examinations demonstrating adequate understanding and skill of laryngeal/pharyngeal structures and function.             |          |                      |
| C. Final grades will be based on a 300-point total and will be distributed as follows:   |          |                      |
| 70% and above – Pass   |          | 69% and below – Fail |

Study until you know the material

## TENTATIVE WEEKLY SYLLABUS

WEEK	TOPIC	ASSIGNMENT
1	Lecture: Medical-legal issues, risks, precautions, infection control, examiner qualifications, knowledge and skills, anesthetics	Lab – introduction to equipment, endoscopes, light sources, principles of stroboscopy and rigid endoscopy
2	Lecture: Anatomy and physiology of vocal tract	Lab – Rigid endoscopy
3	Lecture: Voice disorders and evaluation	Lab – Rigid/Flexible endoscopy
4	Lecture: Anatomy and physiology of the velopharyngeal port – Resonance disorders and evaluation	Lab – Flexible endoscopy
5	Lecture: Anatomy and physiology of the oral-pharyngeal tract - Swallowing disorders and evaluation	Lab – Flexible endoscopy