## Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College): HHS</th>
<th>Academic Organization (Department): SPHP 226</th>
<th>Date: 2/10/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Laureen O’Hanlon, Ph.D.</td>
<td>Submitted by: Ann Blanton, Ph.D.</td>
</tr>
<tr>
<td>New <em>X</em> Change ___ Deletion ___</td>
<td></td>
<td>Semester Effective: Fall _ No Spring_ Summer X 2009</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <em>X</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Catalog Copy: Yes ___ No ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCE: Yes <em>X</em> No ___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number): N/A

This Catalog Number (course number) is being replaced:

### Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog No. (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
</table>

### Change to:

| Subject Area (prefix) & Catalog No. (course no.): SPHP 226 | Title: Endoscopy | Units: 1 |

### 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 _X_ No ___

Corequisite: SPHP 226L Enforced at Registration: Yes X _ No ___

CAN (California Articulation Number):

Graded: Letter _X_ Credit/No Credit ___  Instructor Approval Required? Yes _X_ No ___

Course Classification (e.g., lecture, lab, seminar, discussion): Title for SIS+/CMS (not more than 30 characters) Endoscopy

C2

Cross Listed? Yes ___ No _X_ 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 _X_
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/aca5/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:
      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 _X_ Majors of other Depts __ Minors in the Dept __ General Education _X_ Other X SLPs in Community __

Is this course required in a degree program (major, minor, graduate degree, certificate? Yes _X_ 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 _X_ 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: ___________________________ ___________________________ ___________________________

Department Chair: ___________________________ Date 6/24/2009

College Dean or Associate Dean: ___________________________ Date 6/25/2009
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

SHPH 226
Endoscopy
Section 1: TBA

Ann Blanton, Ph.D., CCC-SLP
Office hours: By appointment
Office: SHS 268
Office phone: (916) 278-6679
E-mail: blantona@csus.edu

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


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