

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017
2. Current Course abbreviation and Number: SLP 492	

TYPE OF CHANGE(S). Check ☒ all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new — is required only for items checked (☒) above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title: Swallowing Disorders	Course abbreviation and Number: Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Deglutition
4. Abbreviated Title for Banner (no more than 25 characters):	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)
5. Number of Units: 3	Number of Units: 1 <input checked="" type="checkbox"/>
6. Catalog Description:	Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	1	C2
Activity		
Lab		

8. Grading Method:*

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:*

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?_

- ☐ Yes ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean
☐ Program/Department/Director/Chair

Course Requires Consent for Enrollment?_

- ☐ Yes ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean
☐ Program/Department/Director/Chair

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:**11. Course Can be Taken for Credit More than Once?**☐ Yes ☐ No

If yes, how many times (including first offering)

12. Is Course Cross Listed: ☐ Yes ☐ No

If yes, indicate which course

13. Prerequisite(s):**14. Corequisite(s):****15. Documentation attached:**☐ Syllabus ☐ Detailed Course Outline**NEW INFORMATION:****Course Can be Taken for Credit More than Once?**☐ Yes ☐ No

If yes, how many times (including first offering)

Is Course Cross-listed? ☐ Yes ☐ NoIf yes, indicate which course
and check "yes" in item #17 below.**Prerequisite(s):****Corequisite(s):****PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:***(Mandatory information – all items in this section must be completed.)***16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?** ☒ Yes ☐ No

If yes, please specify:

Required for the BS in SLP

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____

Signature _____

Date _____

_____ Support _____ Oppose

Discipline _____

Signature _____

Date _____

_____ Support _____ Oppose

18. Reason(s) for changing this course:

A recent report issued from the American Speech-Language Hearing Association related to recommendations on undergraduate education in speech-language pathology has suggested a broadening of curriculum within the field. As part of ASHA's recommendations, they suggested having a varied coursework that includes interdisciplinary content. The units from this course will be used to introduce the students to develop a capstone course. This content is covered extensively in the master's program and it was felt that the 1 unit would be best served in other others. As this course will only cover typical function, it is more aptly named "deglutition" than "swallowing disorders"

SIGNATURES : (COLLEGE LEVEL) :

Suzanne Moineau 3/11/16

1. Originator (Please Print)

Date

2. Program Director/Chair

Date

3. College Curriculum Committee

Date

4. College Dean (or Designee)

Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date

old

CALIFORNIA STATE UNIVERSITY SAN MARCOS
DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY

SLP 492: Swallowing Disorders
3 units
Summer – 3rd year

Professor: TBD
Phone:
E-Mail:
Office:
Office Hours:

Department of Speech Language Pathology Mission Statement

The Department of Speech Language Pathology holds paramount both the mission statements of the University and of the College of Education, Health and Human Services. Its own mission is to prepare thoughtful practitioners and advance clinical and research practices through a comprehensive education in basic human communication processes, which trains students in the prevention, assessment, and treatment of communication disorders across the lifespan.

COURSE DESCRIPTION

SLP 492 Swallowing Disorders: Covers the anatomy and physiology of typical swallowing function across the lifespan. Introduces common etiologies that result in swallowing disorders and reviews the assessment and treatment of these disorders.

Prerequisite: EDSL 320

Course Objectives and Student Learning Outcomes (SLO): Upon completion of this course, students should be able to:

- 1) Explain typical anatomy and physiology of swallowing function in children and adults;
- 2) List common etiologies of swallowing disorders and the impact they have on swallowing;
- 3) Describe various types of evaluations for swallowing disorders and when each would be used;
- 4) Explain treatment practices for swallowing disorders; and
- 5) Conduct a bedside/clinical swallowing evaluation

Required Texts

Groher, M. & Crary, M. (2010). *Dysphagia: Clinical Management in Adults and Children*, Mosby.

Department of Speech Language Pathology Attendance Policy

Due to the dynamic and interactive nature of courses in the Department of Speech Language Pathology, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements

5 Quizzes: 10 points each

Exams: 100 points each **midterm and final**

Case Study: 50 points

EBP paper: 100 points

Grading Standards

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F = 59.99 and below		

All University Writing Requirement

The case study and exams will be used to meet the university writing requirement.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and

regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the Department of Speech Language Pathology, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

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Schedule/Course Outline

Date	Topic	Assignment (if any)
Session 1 Date	Introduction; course description; Anatomy/Physiology of Swallowing	Chapter 1
Session 2 Date	Normal Swallowing in Adults	Chapter 2
Session 3 Date	Normal Swallowing and Development in the Term and Preterm Infant	Chapter 3 Quiz #1
Session 4 Date	Adult Neurologic Disorders	Chapter 4
Session 5 Date	Dysphagia in Head and Neck Cancer and Respiratory Disorders	Chapters 6 & 8 Quiz #2
Session 6 Date	Dysphagia in Infants and Children/Esophageal Disorders	Chapters 4 & 7
Session 7 Date	Midterm	Midterm
Session 8 Date	Bedside/Clinical Evaluation of Swallowing in Adults	Chapter 9 Quiz #3
Session 9 Date	Bedside/Clinical Bedside Evaluation Demo	
Session 10 Date	Instrumentation in the assessment of swallowing	Chapter 10
Session 11 Date	Evaluating Infants and Children	Chapter 11 Quiz # 4
Session 12 Date	Case Study	Case Study Due
Session 13 Date	General Treatment Consideration	Chapter 12 Quiz # 5
Session 14 Date	Treatment of Adults	Chapter 14
Session 15 Date	Treatment of children/Ethics	Chapters 13 and 15
Final Exam Date	Final	EBP paper due Final Exam

Naw

CALIFORNIA STATE UNIVERSITY SAN MARCOS
DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY

SLP 492: Deglutition
1 unit

Professor: TBD
Phone:
E-Mail:
Office:
Office Hours:

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COURSE DESCRIPTION

SLP 492 Deglutition: This course will cover the anatomy and physiology of typical swallowing function across the lifespan.

Course Prerequisites: None

Course Objectives and Student Learning Outcomes (SLO): Upon completion of this course, students should be able to:

- 1) Explain typical anatomy and physiology of swallowing function in children and adults;

Required Texts

Shaker, R., Belafsky, P., Postma, G., & Easterling, C. (2012). Principles of Deglutition: A multidisciplinary text for swallowing.

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Schedule/Course Outline

Weeks 1-2: Introduction to Deglutition – role of the SLP in assessment

Weeks 3-4: Anatomy of the oral cavity

Week 5: Anatomy of the Pharyngeal cavity

Week 6-7: Anatomy of the laryngeal cavity

Week 8-9: Anatomy of the digestive and respiratory systems contributing to healthy deglutition

Week 10: Physiology of the oral prep stage of swallowing

Week 11: Physiology of the oral transit stage of swallowing

Week 12-13: Physiology of the pharyngeal stage of swallowing, including respiration safety

Week 14-15: Physiology of the esophageal/GI stage of swallowing

Week 16: Final exam.