



CSD 6240-Pediatric Feeding and Swallowing
Harding University
College of Allied Health
Credit Hours: 2
Tuesday 8:00-10:00 am
Swaid 215
Spring 2025 Syllabus

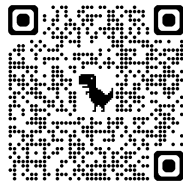
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Office hours: A minimum of 10+ hours per week are set aside to help the students with course material, professional questions, etc. Please use the code below to set up an appointment. I am available to meet students virtually (via Google Meet), or face-to-face. These meetings provide a wonderful opportunity for me to get to know you better and to help you succeed in the course.



Course Information

Course Description: This course is a graduate level course on pediatric feeding and swallowing. It provides learners with information pertaining to the anatomy-physiology of swallowing processes, normal swallowing/feeding development, and strategies for the prevention, assessment, and management of children with difficulties feeding and/or swallowing. To effectively implement evidenced based practice students will review and analyze current literature regarding the common diagnostic and treatment approaches. This course will include discussions of the effects on the family and the importance of interdisciplinary treatments. The successful completion will award the student the foundational knowledge and the basic skills required to work with children in medical, outpatient, or residential settings. The requirements of this course meet or exceed the university, HLC, and federal regulations regarding credit hours.

Prerequisites: Enrolled in Harding's CSD graduate program

Course Rationale: Informed by the latest research and evidence-based practices, this course aims to equip students with the advanced knowledge and clinical skills required to provide comprehensive care for young children and their families who face challenges in feeding and/or swallowing. Through a combination of interactive lectures, hands-on activities, and case-based analyses, the students will develop the expertise needed to make informed clinical decisions, provide comprehensive evaluations, design intervention plans, and be an effective collaborator with the families and other professionals, thereby contributing to improved outcomes and enhanced quality of life for children and their families.

Required Materials:

- 1) Groher M.E. & Crary, M.A. (2021). *Dysphagia: Clinical management in adults and children* (3rd Edition). St. Louis, MO: Elsevier Inc.
- 2) Morris, S.E. & Klein, M. D. (2000). *Pre-Feeding Skills* (2nd Edition). Austin, TX, Pro-Ed, Inc.
- 3) Active and updated software for ExamSoft. Students should not install updates to their OS.
- 4) Subscription to the Calipso clinical software (obtained in orientation)
- 5) The instructor may supply additional readings for this course on Canvas.

The Morris & Klein (2000) text will be the primary text for this course, but the Groher & Crary (2016) will be used for some of the topics.

Recommended Materials:

- 1) Arvedson, J. C. & Brodsky, L., & Lefton-Greif, M. A. (2020). *Pediatric Swallowing and Feeding: Assessment and Management* (3rd ed). San Diego, CA, Plural Publishing.
- 2) Homer, E. M. (2016). *Management of Swallowing and Feeding Disorders in Schools*. Plural Publishing. San Diego, CA

Course Communication Protocol: I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me via email (jtraughb@harding.edu), instead of using text messages or the comment box within an assignment in Canvas. I will respond to emails within 24 hours during the typical workday (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

Course Navigation: This course will use the Canvas Learning Management System (LMS) to communicate with students, organize and disseminate course content, and to grade assignments. The course content is divided into modules. Each of the modules have associated learning outcomes that align with the course objectives and the ASHA standards. To achieve maximum benefit from the course organization, students should navigate the canvas course using the modules tab. For this class, a week starts on Monday at 12 a.m. CST and ends at 11:59 p.m. CST

on Sunday night. Harding University is in Searcy, AR, which is in the Central Standard time zone. Therefore, class times, and assignment due dates will be based in accordance with the Central Standard Time. Class times will be Tuesday 8:00-10:00 a.m. for face-to-face/synchronous meeting times. The instructor may provide online synchronous meeting times via Google Meets and asynchronous learning opportunities via ECHO 360 lectures. **Two additional class sessions (guest presentations) will be held on Friday mornings (as noted in schedule)**

University Mission Statement: Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning, and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff, and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement: Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Integration of Faith and Learning Statement: It is my goal to introduce you to the joys of CSD and inspire you to obtain the tools to integrate faith and learning in your daily life as a student and in the professional career that you have selected. It is my prayer that through class discussions and assignments you will learn to strengthen your knowledge and skills to incorporate Christian values into the profession. The profession of speech-language pathology requires a sincere interest in helping people become effective communicators. In addition to

academic coursework and clinical experience, qualities such as unyielding personal ethics, sensitivity, patience, resourcefulness, tact, and perseverance are essential components of a skilled therapist. I hope that you will discover these qualities within yourself, and that someday you will be able to improve them in each of your clients. As we journey through this semester, I pray that you will join with me to *“clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues, put on love, which binds them all together in perfect unity. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.*
Colossians 3:12-14; 17

Learning Objectives

Relationship to ASHA Standards: ASHA upholds standards related to academic and clinical training as well as continuing education. At the completion of the course, students will be able to demonstrate the knowledge and skills outlined by the Council for Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC) as they relate to pediatric feeding and swallowing for the following standards.

Council for Academic Accreditation (CAA) Standards:

3.1B: The students in this course will acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist. The instructor designed this to afford each student with opportunities to meet the expectations of the program that are consistent with the program’s mission and goals and that prepare each student for professional practice in speech-language pathology. Students in this course will obtain knowledge and skills pertaining to the prevention, diagnosis, and treatment of children at risk for or that present with feeding and/or swallowing disorders. This course will emphasize the importance of interprofessional practice and the use of counseling with a Christ like mindset.

3.1.1B Professional Practice Competencies: The content and opportunities in this course require each student to demonstrate the attributes and abilities of accountability, integrity, effective communication, evidence-based practice, and professional duty.

3.1.2B Foundations for Speech-Language Pathology: The content and opportunities in this course provide the foundations of practice so that each student can demonstrate knowledge of normal and abnormal anatomy and physiology as it relates to feeding and swallowing in the pediatric population. Throughout this course, students will demonstrate their ability to discuss etiologies associated with feeding/swallowing difficulties, discuss the influence of orofacial myology and cultural differences that impact the pediatric population, and use terminology associated with disorders in this population.

3.1.3B Identification and Prevention of speech, language, and swallowing disorders and differences: The content and opportunities in this course require each student to identify normal and abnormal feeding/swallowing, and implement prevention techniques for pediatric clients with difficulties in feeding and/or swallowing.

3.1.4B: Evaluation of Speech, Language, and Swallowing Disorders and Differences. The content and opportunities in this course require each student to demonstrate knowledge and skill in the assessment of pediatric clients with difficulty in feeding and/or swallowing.

3.1.5B: Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms. The content and opportunities in this course require each student to demonstrate knowledge of intervention skills designed to minimize the effects feeding/swallowing difficulties in by planning evidenced-based interventions (including inter-professional practice) or making appropriate referrals for pediatric clients with difficulties in feeding and/or swallowing.

3.1.6B: Knowledge and Skills for Professional Practice. The content and opportunities in this course require each student to demonstrate the knowledge and skills applicable to professional practice and will include an emphasis on advocacy for this population and the use of ethical practices.

3.4B: Diversity, Equity and Inclusion are reflected through the identification and acknowledgment of culture and language to demonstrate cultural humility, responsiveness, and competence and the impact of social determinants of health and environmental factors.

3.5B: The content and opportunities in this course require each student to understand and apply a basic understanding of the principles of research and research methodologies in the formation of evidence-based practices for the management of pediatric feeding/swallowing disorders.

Council for Clinical Certification (CFCC) Standards:

Standard IV-B: Demonstrate the ability to analyze, synthesize and evaluate knowledge of the basic human communication processes including biological, neurological, acoustic, psychological, developmental, linguistic, and cultural correlates and the ability to integrate information pertaining to normal and abnormal development

Standard IV-C: Demonstrate the ability to analyze, synthesize and evaluate knowledge of communication disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates in the areas of speech sound production, voice and resonance, receptive and expressive language, literacy, hearing, cognition, and social aspects of communication.

Standard IV-D: Demonstrate the ability to analyze, synthesize and evaluate knowledge of the principles and methods of prevention, assessment, and intervention for communication disorders

Standard IV-E: Demonstrate the ability to infuse the principles of the Code of Ethics into clinical decision-making scenarios.

Standard IV-F: Demonstrate the ability to analyze, synthesize and evaluate knowledge of the integration of research principles into evidence-based clinical practice

Std. IV-G: Demonstrate knowledge of contemporary professional issues.

Standard V-A: Demonstrate oral and written communication skills which are sufficient for entry into professional practice

Standard V-B: Demonstrate skills in evaluation and intervention of communication disorders.

Course Learning Objectives (CLOs): By the end of the semester the students will be able to demonstrate their ability to integrate the acquired knowledge into the frameworks of clinical practice for pediatric feeding and swallowing by demonstrating:

- 1) Professional Practice and Foundational Knowledge
 - a. Discussing the scope of practice for SLP and how it compares/contrasts with other disciplines in the assessment/intervention of pediatric feeding. *(CAA 3.1.1B, CFCC IV-B)*
 - b. Discussing the influence of various theories that have influenced the recognition, assessment, and intervention for pediatric feeding disorders. *(CAA 3.1.2B, CFCC IV-B)*
 - c. Explain the normal anatomy, physiology, and neurodevelopmental processes associated with feeding and swallowing in the pediatric population, including the oral facial, neurological, laryngeal, cardiac, respiratory, and gastroenterology systems and how these may differ from adults. *(CAA 3.1.2B, CFCC IV-B)*
 - d. Explain the impact of different etiologies/changes in the anatomy, physiology, and neurodevelopmental processes on feeding and swallowing including breastfeeding, bottle feeding, and the use of utensils. *(CAA 3.1.2B, CFCC IV-C)*
 - e. Define and use professional vocabulary pertaining to normal and challenged/disordered feeding and swallowing in children including terms found in the NICU/medical setting, educational setting, the IDDSI framework, radiology guidelines, etc. *(CAA 3.1.2B, CFCC IV-B)*
 - f. Explain PFD, including the incidence/prevalence, and risk factors for this population. *(CAA 3.1.2B, CFCC IV-C)*
 - g. Discuss the influence of various utensils, pacifiers, flowrates, and positioning on the feeding process and the promotion of facial growth. *(CAA 3.1.2B, CFCC IV-B)*
 - h. Comparing and contrasting thickeners used in the pediatric population and examining the risk/benefits of this recommendation. *(CAA 3.1.2B, CFCC IV-C)*
 - i. Demonstrate effective communication skills (oral and written) to provide professional education, advocacy, and clinical documentation. *(CAA 3.1.1B, CFCC V-A)*
- 2) Knowledge and Skills in Identifying, Preventing, Assessing, and Treating PFD
 - a. Differentiating between typical feeding skills, picky eating, and pediatric feeding disorders *(CAA 3.1.3B, CFCC IV-C)*
 - b. Identifying the need for and designing various methods of prevention for PFD. *(CAA 3.1.3B, CFCC IV-B)*
 - c. Use evidence-based skills to accurately conduct and interpret assessments by integrating case history, clinical observations, and/or instrumental methods and providing appropriate recommendations *(CAA 3.1.4B, CFCC IV-D)*
 - d. Effectively document simulated assessments to support intervention. *(CAA 3.1.1B, CFCC V-A)*
 - e. Develop individualized, evidence-based intervention plans addressing specific feeding/swallowing and nutritional needs, while incorporating caregiver education and training. *(CAA 3.1.5, CFCC IV-D)*
 - f. Implement evidence based therapeutic techniques to compensate for/teach safe and

- effective feeding and swallowing. (*CAA 3.1.5B, CFCC IV-D*)
- 3) Knowledge and Skills in Education, Advocacy, and Counseling
 - a. Provide counseling and education to caregivers regarding feeding and swallowing challenges, including strategies to reduce stress and enhance participation. (*CAA 3.1.6B, CFCC V-B*)
 - b. Advocate for systemic changes to improve access to care, insurance coverage, and policy support for children with feeding and swallowing disorders. (*CAA 3.1.6B, CFCC IV-G*)
 - 4) The use of Evidence Based Practices
 - a. Finding, summarizing, and applying evidence-based research pertaining to the prevention, assessment and intervention of pediatric feeding disorders. (*CAA 3.5B, IV-F*)
 - b. Replicating research examining the flow rate of infant bottles, analyzing findings, and discussing results. (*CAA 3.5B, IV-F*)
 - 5) Cultural and Linguistic Competence
 - a. Adapt clinical practices in assessment to address the cultural, linguistic, and socioeconomic diversity of pediatric clients and their families. (*CAA 3.4B, CFCC IV-G*)
 - b. Adapt clinical practices in intervention to demonstrate awareness of and respect for cultural, linguistic, and socioeconomic diversity of pediatric clients and their families. (*CAA 3.4B, CFCC IV-G*)
 - 6) Knowledge of Ethics, Professionalism and Interdisciplinary Practices
 - a. Analyze ethical dilemmas in pediatric feeding and swallowing cases and apply ASHA's Code of Ethics, infused with Christian Principles to demonstrate effective clinical decision-making skills. (*CAA 3.1.1B, CFCC IV-E*)
 - b. Demonstrate knowledge of the roles of physicians, occupational therapists, physical therapists, dietitians, and other professionals, and the importance of interprofessional practice in the management of pediatric feeding and swallowing disorders (*CAA 3.1.1B.; CFCC V-B*)
 - c. Discuss the variables of treating PFD in the infant/toddler, preschool, and school age child in a variety of settings (medical, private practice, home, school). *CAA 3.1.1B, CFCC IV-B*)

Module Learning Objectives: The module learning objectives for each unit of learning are available in the Canvas course. These objectives are specific and describe observable measures of the student's mastery towards the knowledge, skills, and attitudes required for practice in the field of pediatric feeding. Either implicitly or explicitly, these objectives align with the CAA, CFCC standards, and the course learning objectives. These objectives provide tangible checkpoints as students' progress through the course. If a student earns less than 70% on an assignment or its contents tied to a standard or an objective, that student must meet with the instructor. To assist with learning, the instructor will require the student to complete remediation in the identified area(s) per the CSD remediation policy. The remediation process will not replace the original grade of the assignment, but it may allow the student to meet a standard or an objective aid the student with future assignments.

Grading and Assignment Details

Grading Information: The instructor will assess the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of the course and to assist students in monitoring their progress towards the course competencies. To improve student performance, the instructor will provide feedback on assignments. Feedback may be in the form of graded assignments, written/verbal comments from the instructor, or comments from other students in the class. Students are expected to read and implement the feedback. The instructor will provide the total value and the due date of each assignment in canvas and will determine grades based on a weighted scale.

<u>Weighted Categories</u>	<u>Percent of Final Grade</u>
Class Assignments	15%
Simulations	10%
Education & Advocacy	10%
Research Project	10%
Quizzes	10%
Exam One In ExamSoft*	10%
Exam Two (mid-term) In ExamSoft*	10%
Exam Three In ExamSoft*	10%
Final Exam in ExamSoft*	15%

The final grade for the course will be determined by the percentage of points achieved out of the total points possible for the semester. The following scale will be used: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

* Because students earn a portion of the course grade through participation in discussion boards, class led assignments, and group projects, students must earn an exam average of 70% on the exams and demonstrate proficiency of the course objectives to earn credit for this course. If students do not achieve a 70% exam average, they will not pass the course regardless of their overall course grade, or competencies completed through remediation activities. A student who does not earn an average of 70% across all course exams and course objectives will earn a grade of an F (regardless of the total points accumulated) and the student will re-take the course to further their skills.

Course Feedback: The instructor will provide you with on-going feedback during the duration of this course. Feedback may be in the form of comments on assignments/essays, corrections of quizzes, exam reviews, rubrics, grades, emails, and/or course announcements. This feedback intends to inform you of how well you met the expectations for the course objectives.

Course Requirements (must be completed to earn credit for this course): To promote success in the course and in professional practice, the instructor expects the students to acquire the knowledge and skills outlined in the module and course objectives. Therefore, students are required to complete and demonstrate proficiency on all key assignments. If a student demonstrates an area of deficit on an assessment (key assignment, quiz, or exam), the instructor may require the student to remediate their learning. Regardless of total points earned in the

course, students are required to successfully complete the assignments, any remediation projects, and achieve an exam average of 70% or greater to successfully pass the course.

Late Work Policy: To demonstrate the desired dispositions of the profession, the instructor requires that students submit work on time. All homework assignments are due on the date/time noted in canvas (typically at the beginning of class). Assignments are due regardless of attendance. Assignments submitted after the date/time will receive a zero; however, the instructor will provide feedback to assist with understanding/mastery of the course content.

Remediation: If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account and the course will be marked as "in remediation" on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

Submitting Assignments: The instructor expects students to submit all assignments in canvas. For this class, students are required to use Microsoft word or submit assignments as a .pdf. Other platforms (ex: Pages) does not integrate well with Canvas. For video assignments, students should attempt to load them to canvas, but a google drive link is appropriate for larger files.

Attendance & Participation: Consistent and punctual attendance is expected at the graduate level. Two absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students who are ill and allowed to miss an exam (approved by instructor ahead of time), may be given a different exam (same content but different questions/format). Students are responsible for all class content. Every absence beyond two will result in the final course grade being lowered by a letter. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360. Exceptions to this policy will be rare and considered on a case-by-case basis.

Students are expected to engage in active participation in face to face and synchronous class activities. Students are to demonstrate active listening skills, critical questioning to extend a thought/topic, respectful debate, and the ability to respect other's opinions. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) will result in an absence. **To maximize discussion, students must read the material (textbook and slides) and complete homework**

activities before class begins.

Technology Details

Technology requirements: The instructor will expect students to:

- Maintain a reliable Internet connection to support online learning and participation.
- Students must have consistent access to broadband connectivity.
- Have consistent access to an appropriate digital device to interact with the course content.
 - By using a laptop or desktop as the Canvas interface was optimized for desktop displays. Canvas performs best when using the Chrome browser.
 - Canvas interfaces best with the Microsoft platforms (Word, Excel, Powerpoint). If you use other software (ex: Pages), please upload your documents as a word document or a .pdf
 - By using a laptop that fully supports the ExamSoft platform.
- Use laptops/tablets/phones for the purpose of note taking only (proof may be required). The use of cell phones or other audio/video equipment during class is prohibited without permission from the instructor. The instructor reserves the right to mark a student absent if he/she is using a cell phone or a computer/tablet for anything other than indicated above. The instructor considers any use of electronics during a graded assessment as cheating and a zero will be entered for the assignment. All of the information presented in class, regardless of the medium used, is considered the intellectual property of the instructor and may not be downloaded, stored, shared, or copied in any other format.

Learning Management System: Canvas is the Learning Management System (LMS) used in this course. Students are encouraged to turn on their notifications for this application and to link it with their digital calendar. With appropriate settings, canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Technical Skills: The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Canvas, ExamSoft, or Internet Outage Policy: As a learner, students are expected to manage technical difficulties such as power outages, connection problems, and other technical issues, or seek assistance when challenges arise. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor: If your instructor experiences a power outage, Internet service outage, LMS (Canvas) or ExamSoft difficulties, or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

Student: If you experience a power outage, Internet service outage, LMS (Canvas) or ExamSoft difficulties, you are to troubleshoot the issue using the resources of the student help desk and the ExamSoft hotline. If you are unable to solve the issue, contact your instructor; however, you may be held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent.

Testing Issues: If you experience issues with an Internet connection, power outage, computer, or LMS (Canvas)/ExamSoft component and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor, and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201) or to ExamSoft. Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm. ExamSoft offers 24/7 support.

Technical Support: For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at:

- phone: 501-279-5201
- Email: elarning@harding.edu,
- Web: [E-Learning Web Address](#).

For Canvas assistance, search [Canvas Guides](#).

For ExamSoft/Examplify assistance: search [ExamTaker Support](#), call 1-866-429-8889 ext 1, or email at support@examsoft.com.

Distance Education: For any element of a course conducted via teleconference (Zoom, GoogleMeet, etc) the student must turn on their camera and mute the microphone unless speaking. Student faces must be visible but the backgrounds can be blurred. To accommodate remote learning when synchronous meetings are not available, the instructor will record class lectures/activities. The instructor assumes that students enrolled in the class have consented to these recordings.

Netiquette: Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you

are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

- Stereotypes of any nature, whether it be profession or class of people
- Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas.

Policies and Procedures

Professional Conduct: The nature and depth of academic study at the collegiate level requires an internal motivation to engage with the course material and expand one's learning. Therefore, each student's participation is critical for the true exchange and application of thoughts and ideas. To maximize the learning opportunities for all students, it is imperative that students demonstrate independent learning, ethical work habits, and professionalism. To uphold these dispositions, students are to demonstrate respect for intellectual property, HUs Academic Integrity Policies, and HIPAA. In addition, students must be aware of the following:

- The material presented in class is the intellectual property of the instructor or the work of those cited. As such, students may not record, share, or distribute the information in any form to individuals who are not enrolled in the course. Canvas content and class recordings (e.g., Echo360) are protected. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Unless you have permission to download or share recordings or content, you should not do so. This includes taking pictures of the presentations. Doing so violates Academic Integrity Policies and may result in disciplinary actions.
- To uphold academic integrity, students are to complete their own work. As such, the instructor will consider the use of any external information, including another digital device, during an unauthorized assignment, quiz, or exam as cheating. Students who violate this expectation will receive a grade of "zero" points and the consequences outlined in the department/university handbooks.
- To uphold confidentiality of personal information, students must adhere to the HIPAA and HUSC policies for clinical observations, clinical information, and use of dx/tx materials (see HUSC handbook posted online).

University Policies

Drop and Add Dates: The official start date is August 19, 2024 and will end on December 13, 2024. The last day to drop is November 20, 2024. Please refer to the University's catalog if you have specific questions.

University Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive

assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

Students with Disabilities: It is the policy for Harding University to accommodate students with 6/21/2023 disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at the [disability services website](#). Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Code of Academic Conduct: Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

Academic Integrity Policy: Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty

and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Generative AI: In this course, generative AI tools may only be used for assignments when the instructor provides explicit permission in the assignment details. When used with permission, students must provide an appropriate acknowledgment and citation. Contact your instructor if you are in doubt as to whether you are using generative AI tools appropriately in this course. When used, students are responsible for checking facts, finding reliable sources, citing appropriately, and making a careful, critical examination of any work that is submitted. Failure to acknowledge and cite the generative AI or using generative AI on assignments not approved for AI use is academically dishonest and constitutes a violation of Harding's Academic Integrity Policy.

Course Academic Conduct: All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating:* Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism:* Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication:* Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty:* Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience:* Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect:* Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics, religious, or cultural viewpoints, no matter your personal leanings, respect should be shown in differences of opinions and ideas.

Course Recordings: Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright

by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

Writing and Referencing Information: Students should submit professional work. All written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations, if needed. Students may use the HU writing center for assistance in editing their work.

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work and will help you succeed at Harding University. This course requires you to find and access professional research. Students may also use the HU Health Science librarian to gain assistance with the American Psychological Association publication format (APA) and research fundamentals.

Remember, not all publications are research based. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

Helpful Resources include:

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Student Declaration: Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's Academic Integrity Covenant

Academic Grievance Policy: If a student believes that he or she has reason to question the

decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following policy set forth in the [Harding University catalog](#). All students should be familiar with this policy.

Time Management Expectations/Credit Hour Policy: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. For this five-hour course, a student should expect to spend 225 hours (fifteen hours per week) over the semester to successfully meet the course objectives. This course adheres to the university guidelines regarding workload requirements per credit hour.

Dress Code: All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to a professional dress code for all outside activities (professional events/conferences) and the Harding University Speech Clinic for clinical activities and observations. During class, students are expected to adhere to the dress code policies established within the HU student handbook. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

Inclement Weather: If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services: Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Academic Resource Center - Tutoring](#)
- [Writing Center](#)

Student Support Services: Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Registrar's Office](#)

- [Financial Aid](#)
- [Center for Professional Excellence](#)
- [Counseling Center](#)

Interprofessional Education: The CSD program is a strong advocate for interprofessional education. To promote learning in this area, the department participates in the IPE offerings of the Center for Health Sciences. Information on IPE requirements and opportunities are available in the IPE canvas course.

Changes to Syllabus Notice: The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

Course Schedule: This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor. The instructor will alter due dates based on the progression of topics covered.

Date	Pre-Class Prep. (PCP) listed in Canvas	Topic	Class Activity	After Class Homework— This is an incomplete guide. Assignments will be noted in Canvas	Associated Standards
Module 1 Week 1: January 14		Introduction and Background to Pediatric Feeding/Swallowing	Syllabus Review Introduction of content Role of professions	Terms & Abbreviations, DB—Partners in learning, Week 2-PCP	CAA 3.1.1B, 3.1.2B, CFCC IV-B, IV-C
Module 2 Week 2: January 21	PCP in canvas	Gestational Development & Anatomy/Physiology of the Infant/Child	Quiz over PCP Lecture/Application	Calculating CA, Sign up for BD gp Week 3 PCP	CAA 3.1.2B, CFCC IV-B, V-A
Module 3 Week 3: January 28 January 31	PCP in canvas	States of Awareness and the Infant Swallow EXAM #1	Quiz over PCP Lecture/Application Discuss research project	Reflection DB OFS Week 4 PCP Exam review by appointment, prep for baby day assessment	CAA 3.1.1B, 3.1.2B, CFCC IV-B, IV-E

Module 3 Week 4: February 4	PCP in canvas	IPE with OT/PT— "Baby day"---in the PT GYM.	IPE Assessment of infant/child development	Article summary, Week 5 PCP	CAA 3.1.1B, 3.5 B, CFCC IV-B, IV-F, V-A, V-B
Module 4 Week 5: February 11	PCP in canvas	Bottle Feeding, Flowrates Simulations, Research	Quiz over PCP Lab—Get to know the bottles	Critical Thinking Lab f/u	CAA 3.1.1B, 3.1.2B, 3.1.4B, 3.5B, CFCC IV-B, IV-D, IV-F
February 14	PCP in canvas	Laryngeal/Tracheal Disorders	Quiz over PCP Lecture/Application	Week 6 PCP, research project, Simulation	CAA 3.1.2B, CFCC IV-C
Module 4 Week 6: February 18	PCP in canvas	ArkSHA UAMS NICU TEAM	Lecture/Application	Week 7 PCP, simulations, research project	CAA 3.1.1B, 3.1.2B, 3.1.4B, 3.1.5B, 3.5B, CFCC IV-B, IV-C, IV-D, IV-F
Module 5 Week 7: February 25	PCP in canvas	Cardiac/Respiratory	Quiz over PCP Lecture/Application	Week 8 PCP Simulations, research project	CAA 3.1.1B, 3.1.2B, 3.1.4B CFCC, IV-C, IV-D, V-A
Module 6 Week 8: March 4	PCP in canvas	Gastrointestinal, Thickeners and alternative feedings	Quiz over PCP Lecture/Application	Simulations, Research Project Prep mid-term	CAA 3.1.1B, 3.1.2B, 3.1.4B, CFCC IV-C, IV-D, V-A
Module 7 Week 9: March 11	PCP in Canvas	Exam #2--MID-TERM	Bring Computer and Charger	Schedule Test Review Education Infographic & Advocacy	
Module 7 Week 10: March 20 (note change of date)	PCP in canvas	Breastfeeding & Nutrition	Quiz over PCP Lecture/application	Week 12 PCP Latch Evaluation Simulations, research Education Infographic & Advocacy	CAA 3.1.1B, 3.1.4B, 3.1.5B, CFCC IV-D, IV-F, V-A
Module 7 Week 11: March 25		Spring Break--NO CLASS		Enjoy your time off	

Module 8 Week 12: April 1	PCP in canvas	Toddler/Preschool Skill Development	Quiz over PCP Lecture/Application	Week 13 PCP Education Infographic & Advocacy	CAA 3.1.1B, 3.1.3B, 3.1.6B, CFCC IV-B, IV-C, IV-G, V-B
Module 8 Week 13: April 8 April 11	PCP in canvas	Toddler/Preschool Skill Development and Positioning Exam #3	Food skills lab Supertaster?	Week 14 PCP Education Infographic & Advocacy	CAA 3.1.6B, CFCC IV-G, V-B
Module 9 Week 14: April 15	PCP in canvas	Preschool/School Clinical Assessment	Spring Sing Week Quiz over PCP Lecture/Application Meet the DX tools & Techniques	Week 15 PCP Education Infographic & Advocacy	CAA 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B, 3.4B, CFCC IV-C, IV-D, IV-G, V-B
Module 10 Week 15: April 22	PCP in canvas	Preschool/School Treatment	Quiz over PCP Lecture/Application	Food chains	CAA 3.1.5B, 3.4B, CFCC IV-D, IV-G
Module 10 Week 16: April 29	PCP in canvas	Preschool/School Treatment	Dead Week Case study, Review	Study for exam	CAA 3.1.5B, 3.4B, CFCC IV-D, IV-G
Module 11 Week 17: May 8		FINAL EXAM 8:00- 10:00 Bring laptop computer/charger			Cumulative assessment

This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor.