Harding University  
Department of Communication Sciences and Disorders  
CSD 644 Pediatric Feeding and Swallowing  
Spring 2019 Syllabus

Class time: Tuesday 9:15-11:00 a.m. 
Class location: Swaid 103 
Credit Hours: 2 
Prerequisites: None 

Jan Traughber, M.S., CCC-SLP  
Office: Swaid 212  
Phone: 501-279-5082  
Email: jtraughb@harding.edu

Laura Mulvany, M.A. CCC-SLP  
Office: Swaid 203  
Phone: 501-279-5291  
Email: lmulvany@harding.edu

Office hours: 10+ hours per week as posted on our office doors. Additional conferences are available by appointment.

Required Materials


The instructors may supply additional readings for this course on Canvas.

Recommended Materials


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. Discussions of the affects of the family and the importance of interdisciplinary treatments will be included. 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.
**ASHA Standards and Course Objectives**

ASHA upholds specified standards related to academic and clinical training as well as continuing education. This course **contributes** to the completion of the following (2017) standards. At the completion of the course, each student will be able to demonstrate awareness of the knowledge and skills outlined in the CFCC standards on the KASA and the following 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. This course is designed 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: This content and opportunities in this course requires each student to demonstrate the attributes and abilities of accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duty, and collaborative practice.

#### 3.1.2B: The content and opportunities in this course provides 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 identify normal and abnormal swallowing function and various etiologies associated with characteristics of feeding/swallowing difficulties in the pediatric population.

#### 3.1.3B: The content and opportunities in this course requires each student to identify feeding/swallowing disorders and implement prevention techniques for pediatric clients with difficulties in feeding and/or swallowing.

#### 3.1.4B: The content and opportunities in this course requires each student to demonstrate knowledge and skill in the assessment of pediatric clients with difficulty in feeding and/or swallowing.

#### 3.1.5B: The content and opportunities in this course requires 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: The content and opportunities in this course requires 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: The content and opportunities in this course requires each student to discuss and explain
the rationale for prevention, assessment and intervention practices for pediatric clients with feeding or swallowing difficulties and the need to provide culturally appropriate counseling that recognizes client diversity.

3.5B: The content and opportunities in this course requires 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.

Attendance
Class attendance and active participation in course discussions is required. Please be on time and prepared to participate.

Professional Conduct
The profession of speech-language pathology demands that you are a life-long learner. To obtain maximal benefit from this course, students will be expected to actively participate in class discussions and class labs; therefore, students will be required to complete the assigned readings and assignments as noted in the course schedule before each class period.

Students are expected to respect those around them by refraining from off-task behaviors (whispering, surfing, etc.). Students are expected to uphold the HU Academic Integrity Policies by completing their own work and following the laws regarding copyright and plagiarism.

Lastly, students are expected to demonstrate respect and concern for clients/caregivers. The well-being of clients must be held paramount and client confidentiality (regardless of clinical site) must be maintained per HIPAA guidelines.

Off-Campus Instruction and Course Activities
A portion of this class will be conducted in clinical settings throughout central Arkansas. Participation in these activities is voluntary, but the student is responsible for the material presented. The student is responsible for travel and any expenditures incurred during the course of these co-curricular opportunities. These activities are subject to state law and University policies pertaining to safety and client confidentiality. Professional dress and decorum is expected at all times.

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 (observations, professional events/conferences). During class, students are expected to adhere to the dress code policies established within the HU student handbook.

Time Management Expectations
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 two-hour course, a student should expect to spend six hours per week completing homework assignments and engaging in the study required to successfully meet the course objectives.

**Technology**
Laptops/tablets may be used during class for the purpose of note taking only (proof may be required). Laptops/tablets may not be used for surfing the web, instant messaging (IM’s), texting, e-mail or participation on social media sites. 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 observed to be using a cell phone or if a computer/tablet is used for anything other than indicated above. Any use of electronics during a graded assessment will be considered 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.

**Course Grading**
Class assignments are due at the beginning of class on the assigned due dates. Assignments that are not received at the start of class will be considered late. Late work will be accepted for half credit for two days (48 hrs.) past the date due. Class assignments not submitted within two days will receive a grade of zero. Using a weighted scale, 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%

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments and Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Research project</td>
<td>10%</td>
</tr>
<tr>
<td>Food Chaining &amp; Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Developmental Notebook</td>
<td>10%</td>
</tr>
<tr>
<td>Exams**</td>
<td>50%</td>
</tr>
</tbody>
</table>

** Because a substantial portion of the course grade is earned through participation in discussion boards, class assignments, and group projects, students must earn an exam average of 70% to document mastery of the course objectives and earn credit for this course. A student who does not earn an average of 70% across all course exams will earn a grade of a D and be required to re-take the course.

**Course Organization**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Required (before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-term</td>
<td></td>
<td>Discussion board (DB), Exploration and needs analysis.</td>
</tr>
</tbody>
</table>
| Week 1: January 15 | Syllabus & Assignments  
Lecture/Discussion  
Intro to PFD (terminology), STD, Gestational Development (Traughber) | Groher pg 253-254, 256-257, 259-265  
Morris & Klein pg. 9-13, 16-19, 22-27, Chapter 4  
HW: Complete ACH paperwork, Abbreviations/terminology, Readings for anatomy of child/adult, flowrates, Dev. Notebook |
|---|---|---|
| Week 2: January 22 | Lecture/Discussion—  
Gestational Development  
Head & Neck—Differences in Adult/Children  
LAB—Bottles & infant feeding  
Suck/Swallow/Breathe, Flowrates & States (Traughber) | Groher chap. 273-275 (early feeding), 285-292, 312-313  
Morris & Klein pg. 62-67, 69-71, 75-79 (not cup), 89-90, 100-102, 121-137, 538-542.  
HW: DB, Assigned readings, Cont. work on developmental notebook |
| Week 3: January 29 | Lecture/Discussion: Gut & alternate feedings  
Neurological, including infant reflexes (Mulvany)  
Discuss reflex lab, baby day expectations & research project  
Morris & Klein: Chap 22, 23  
Readings in Canvas  
HW: Review the Peabody and prep for Baby Day Lab, assigned readings, DB over lab, Start on research project. Cont. work on developmental notebook  
Meet in PT lab 1:00-4:00 |
| Feb 1 |  |  |
| Week 4: Feb 5 | Baby Day with PT students.  
Meet in PT lab. (Mulvany/Traughber) | Morris & Klein: 34-35, 295-306  
HW: Watch breastfeeding videos & complete assigned readings, DB (lab and videos) Cont. work on research project and developmental notebook |
| Week 5: Feb 12 | Lecture/Discussion—Breastfeeding  
Guest speaker (Mulvany/Traughber) | Groher chap. 258-259, 316, 336-338, 342-344  
Morris & Klein chap. 383-384, 392-393, 462-463, 474, 543-549, 653-654  
Review course materials—notes, powerpoints, labs, discussions, readings  
HW: Readings on cardio/resp system, cont. work on developmental notebook |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 15</td>
<td>EXAM ONE</td>
<td></td>
</tr>
</tbody>
</table>
Morris & Klein 56, 104, 114, 134-135  
HW: Assigned readings on cardio/resp complications & thickened liquids, Cont. work on developmental notebook |
| Week 7: Feb. 26 | Respiratory Complications, Thickened Liquids  
Food Lab (Traughber) | Groher 275-277, 328-333  
Morris & Klein 56, 104, 114, 134-135, 296  
HW: DB, assigned readings, Sign up for ACH and submit documentation, Cont. work on developmental notebook |
| Week 8: Mar 5 | Lecture/Discussion—Instrumental evaluation, Equipment & Documentation (Traughber) | Groher 317-322  
Morris & Klein 139-147, 495-499  
HW: Assigned readings, Cont. work on developmental notebook |
| Week 9: March 12 | No Class-Spring Break | Enjoy your time off---find a baby to feed/cuddle.  
HW: Cont. work on developmental notebook |
<table>
<thead>
<tr>
<th>Week 10: March 19</th>
<th>Lecture/Discussion—Toddler/Child Feeding Development, evaluation &amp; Documentation (Mulvany)</th>
<th>Groher chap. 14 Morris &amp; Klein chap. 5, 6, 7, 8, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 22</td>
<td>EXAM TWO</td>
<td>HW: assigned readings, Review course materials—notes, powerpoints, labs, discussions, readings</td>
</tr>
<tr>
<td>Week 11: March 26</td>
<td>Test Review Toddler/Child Feeding Evaluation, equipment, &amp; Documentation (Mulvany)</td>
<td>Groher chap. 14 Morris &amp; Klein chap 9, 18</td>
</tr>
<tr>
<td>March 25-27</td>
<td>Radiology observations at ACH by appt. only (Traughber)</td>
<td>HW: SimuCase, Assigned readings on nutrition</td>
</tr>
<tr>
<td>Week 12: April 2</td>
<td>Nutrition—Guest speaker (Mulvany/Traughber)</td>
<td>Groher 340-343 Morris &amp; Klein 311-350</td>
</tr>
<tr>
<td>April 12</td>
<td>Field trip to Peds Plus LR</td>
<td>HW: SimuCase, assigned readings</td>
</tr>
<tr>
<td>Week 13: April 9</td>
<td>Treatment—Food Chaining, SOS, etc. Introduce Project/Presentation (Mulvany)</td>
<td>Groher: Chap. 15 Morris &amp; Klein chap 10, 11, 12, 17</td>
</tr>
<tr>
<td>April 12</td>
<td>Field trip to Peds Plus LR</td>
<td>HW: Assigned readings, work on project</td>
</tr>
<tr>
<td>Week 14: April 16</td>
<td>Treatment &amp; Documentation &amp; (Traughber/Mulvany)</td>
<td>Groher Chap. 15 Morris &amp; Klein chap 14, 15, 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HW: Assigned readings, work on project</td>
</tr>
<tr>
<td>Week 15: April 23</td>
<td>Food chaining education presentations/demonstrations (Traughber/Mulvany)</td>
<td>Peer feedback and evaluation</td>
</tr>
<tr>
<td>Week 16: April 30</td>
<td>Food chaining education presentations/demonstrations, Prep for final exam (Traughber/Mulvany)</td>
<td>Peer feedback and evaluation</td>
</tr>
<tr>
<td>Week 17: May 7</td>
<td><strong>Final Exam (10:30-12:30)</strong></td>
<td>Review of course materials</td>
</tr>
</tbody>
</table>
This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructors.

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 Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Students with disabilities
It is the policy for Harding University to accommodate students with 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 Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 of the Student Center and may be reached at (501) 279-4019.

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 the Higher Learning Commission.

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 (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.