

Nikou, Roshan

From: Graduate.Council.Web.Site@www.uky.edu
Sent: Wednesday, October 04, 2006 12:49 PM
To: Nikou, Roshan
Cc: Price, Cleo
Subject: Investigator Report

AnyForm User: www.uky.edu
AnyForm Document: <http://www.research.uky.edu/gc/GCInvestigatorReport.html>
AnyForm Server: www.uky.edu (/www/htdocs/AnyFormTurbo/AnyForm.php)

College/Department/Unit: = 607-CO 22 CD- 745
Category: = New
Date_for_Council_Review: =
Recommendation_is: = Approve
Investigator: = Terry Malone
E-mail_Address = trmalol@uky.edu
1__Modifications: = No changes needed - very straight forward - revision
- replacing previous course with new 744 & 745 sequence
2__Considerations: = Clarified that this was part of revision package to
enable greater ease in communication - RE to external accreditation
requirements as well as enhanced material flow
3__Contacts: = Judith Page, PhD
4__Additional_Information: =

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APPLICATION FOR NEW COURSE

1. Submitted by College of Health Sciences Date 6/30/06

Department/Division offering course Rehabilitation Sciences/Communication Disorders

2. Proposed designation and Bulletin description of this course

a. Prefix and Number CD 745 b. Title* Pediatric Feeding and Motor Speech Disorders

*NOTE: If the title is longer than 24 characters (including spaces), write

A sensible title (not exceeding 24 characters) for use on transcripts Ped Feeding & Motor Spch

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week _____

e. Studio hours per week _____ f. Credits 3

g. Course description

Analysis, identification and management of pediatric disorders of speech, feeding and swallowing. Emphasis will be placed on clinical management of dysarthria and the concomitant communication, feeding and swallowing disorders.

h. Prerequisites (if any)

CD 571 or permission of instructor

i. May be repeated to a maximum of _____ (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Spring 2007 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

Professional certification standards require graduate students in communication disorders to have coursework in adult and pediatric swallowing and motor speech disorders. The existing CD 678 and 771 have been transformed into CD 744 and 745

to assure adequate coverage of pediatric and adult issues.

9. a. By whom will the course be taught? Jane O'Regan Kleinert, Ph.D.

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 25 per year
11. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.

- Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? _____
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
 - relatively new, now being widely established
 - not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program: Yes No
If yes, which?

15. Will adding this course change the degree requirements in one or more programs? Yes No
If yes, explain the change(s) below
This course is part of a package of changes being proposed for the MSCD program. A program change accompanies this request.

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
Name Judith L. Page, Ph.D., Director Phone Extension 3-1100 ext. 80571

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

APPLICATION FOR NEW COURSE

Signatures of Approval:

J. Keith L. Page
Department Chair

7/3/06
Date

Sharon R. Stewart
Dean of the College

9/25/06
Date

Date of Notice to the Faculty

*Undergraduate Council

Date

*University Studies

Date

Blackwell
*Graduate Council

11/1/06
Date

Heidi M. Anderson
*Academic Council for the Medical Center

9-20-06
Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

CD 745: Pediatric Feeding and Motor Speech Disorders
3 credit hours

INSTRUCTORS:

Dr. Jane Kleinert
Office: 900 S. Limestone, Rm. 124N
Phone: 859.323.1100, ext. 80568
Email: jklei2@uky.edu

OFFICE HOURS: By appointment. I am in the office almost every day, but often have appointments and obligations outside the office. The best strategy is to call or email in advance to schedule an appointment. The best times to meet will be before class on Thursdays.

If you need assistance, contact Barbara Drake, Administrative Assistant for Communication Disorders at 859.323.1100, ext. 80493.

COURSE DESCRIPTION: This course deals with normal development, assessment and intervention for oral feeding and motor speech disorders in individuals from birth through adolescence. Emphasis is placed on the effects of neuromotor disorders, brain injury and prematurity on oral feeding and speech as well as dysarthria and apraxia of speech in children. Class will include several hands on "lab" experiences to allow students to practice specific techniques.

COURSE OBJECTIVES:

By the end of the course, students will be able to:

- Recognize primary oral feeding and motor speech characteristics of children with motor-based communication and feeding/swallowing disorders
- Describe the diagnostic-therapeutic process as it applies to oral feeding and motor speech disorders in children
- Describe basic therapeutic techniques utilized in treatment of oral feeding and motor speech disorders in children
- Recognize the importance of family-centered and culturally sensitive approaches when working with children with disabilities and their families.

REQUIRED TEXT & READINGS and MATERIALS

Morris, S.E. (2001). *Pre-feeding skills: A comprehensive resource for mealtime development (2nd Ed)*. Faber, VA: New Visions.

Love, R. (2000). *Childhood motor speech disability*. Boston: Allyn and Bacon.

Bring a "Raggedy Ann" type doll of at least 18" or greater to class during assigned lectures

Other readings as assigned.

- There may be required readings available for check out in Suite 120.
- You may be required to purchase readings located at Kennedy Bookstore
- Power Point slides and attachments will be placed on Blackboard. You will be expected to bring hard copies of slides and attached materials to class.

COURSE EXPECTATIONS AND REQUIREMENTS

1. **Class attendance.** Attendance is required because the primary source of information for the examinations will be the class lectures, discussions, and other in-class experiences. Students who have unexcused absences will not be permitted to make up unannounced quizzes, exercises, worksheets, etc. which are assigned in their absence.

Students with multiple unexcused absences, exceeding 20% of the class contact hours for the course, will not be given the "benefit of the doubt" when final grades are assigned at the end of the semester. For example, if a student earns a final average grade of 89.447, the student with multiple unexcused absences may not receive an "A" for the class, while a student with good attendance may. "Excused" absences are defined by the most recent *University of Kentucky Student Rights and Responsibilities*.

2. **Readings and assignments.** Students are expected to prepare for class by completing assigned readings in advance. Students should participate in class discussions and satisfactorily complete all in-class assignments. All outside assignments are due at the beginning of the designated class period unless otherwise stated by the instructor.
3. **Examinations.** Students will complete two examinations (see class schedule). Examination formats may include true-false, fill in, multiple choice, short answer and short essay, as well a practical application of diagnostic and intervention materials. Students must take tests on the assigned dates. Any exceptions must be arranged with the instructor in advance. (See policy on excused absences). **Each exam will comprise 25% of the total grade.** The final exam may include a "take-home" section. **(100 points each exam, which equals 50% of total grade).**
4. **The Great Debate:** Students will be assigned "sides" of the Great Debate designed to define the roles and interactions of a variety of disciplines included in the treatment of pediatric feeding disorders. Disciplines to be discussed will include: OT, SLP, PT, Nutritionist, and Nursing. Each panel will present information obtained from interviews, readings, professional websites and library research regarding the role of each discipline in pediatric feeding, overlap of roles with the SLP, and define what they believe to be the "optimal" pediatric feeding team. Assignments include: Interview with a practicing professional in your assigned discipline; overview of the role of that discipline per their professional standards and position papers; at least 5 abstracts of texts and published articles regarding the role and effectiveness of that discipline in oral feeding treatment, **preparation of a 20 minute PowerPoint** to present information, presentation of information, summary position paper regarding the "optimal" feeding team. **The student team will assign roles, develop the presentation and assess the contribution of each team member.** Time will be allowed at the end of 5 of the first 6 classes for team work. Students will undoubtedly need to meet outside class as well for preparation of this task. **A group grade will comprise 15% of the students' total grade. A rubric will be provided for guidance on this project.**
5. **Written MBS Report:** A "virtual patient" will be presented to the class. Students will evaluate the MBS presented and complete both the hospital report form and a brief narrative report of the MBS assessment. Templates for the reports will be provided. **This assignment will comprise 25% of the total grade.**
6. **Class and Lab Participation:** Working with children and with oral feeding and motor speech disorders requires an understanding of full body positioning and handling and oral-tactile input. It is mandatory that students actively participate in all labs so they begin to become comfortable with such strategies. Participation, questions, and demonstration by students will comprise the criteria for class participation. **This will account for 10% of the total grade for each student.**
7. **Communication.** Faculty will communicate with students via such mechanisms as email messages, phone calls, and Blackboard announcements. Consequently, students are expected to check

Blackboard, email, and voice mail regularly (daily). Students are expected to respond to faculty requests and announcements promptly.

GRADING POLICY:

Grading will be based on the following:

Mid-term exam
Final exam
The Great Debate
MBS Report
Class and Lab Participation

Grading Scale

A	90%
B	80 – 89%
C	70 – 79%
E	less than 70%

Note: Grades on all late assignments will be reduced by 10% per day unless an exception is arranged in advance with the instructor. An item will be considered late if it is turned in after the beginning of class on the assigned due date.

Total points for the course: 400

Midterm: 100 points (25%)
Final exam: 100 points (25%)
The Great Debate: 60 points (15%)
Participation: 40 points (10%)
MBS Virtual Patient Report: 100 points (25%)

UNIVERSITY POLICIES:

Excused absences: Acceptable reasons for excused absences are listed in *Student's rights and Responsibilities, Section 5.2.4.2*. Briefly, these include serious illness, illness or death of someone in the student's immediate family, University sponsored trips, major religious holidays, and other circumstances the instructor finds reasonable. **NOTE:** If you intend to be absent to observe a major religious holiday, you must notify Dr. Kleinert in the first month of class.

When there is an excused absence, you will be given the opportunity to make up missed work and/or exams. It is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after the absence.

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the immediate family. The University Health Services (UHS) will no longer give excuses for absences from class due to illness or injury. UHS forms can be date stamped to show that students went to the trouble of going to University Health Service, but it does not mean that students actually saw a physician or a nurse. If the faculty member wants further verification that a student kept an appointment with University Health Services (especially when there have been multiple or prolonged absences from class), the student will need to sign a release of information form (available from UHS) that will give permission for the staff to talk with the faculty member.

Inclement weather: In case of inclement weather or emergencies, class will be held unless the University administration cancels classes. For University closing of classes and offices, call the UK Info-line at 257-5684 or check UKTV Cable Channel 16. Students should use their judgment about coming to class.

Cheating and plagiarism: Descriptions of what constitutes cheating and plagiarism are found in *Senate Rules 6.3.0*. Consequences for academic offenses can be found in *Senate Rules 6.4.0*.

Classroom and Learning Accommodations: Instructors will make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Students seeking accommodations must submit this certification to the faculty. Contact the Center staff at 257-2754.

Writing Skills: Helping promote scholarship is more than simply teaching the subject matter -- all students need to improve and refine their skills in verbal and written expression. Regardless of discipline, faculty have the right -and the obligation- to expect students to use English properly in all aspects of the course (S.R.5.2.4.3). Instructors may ask students to rewrite papers, make writing style one of the grading criteria, and report a seriously deficient student to his/her college for remedial work.

COURSE CALENDAR:

Date	Topic	Reading	Assignment	
Class 1	Normal Neurology, Anatomy, Feeding and Speech Development 0-5 years			
Class 2	Clinical Assessment of Oral feeding		Great Debate assignments given out to students	
Class 3	Radiographic assessment of oral feeding; Virtual pt. assessment: Ellen Hagerman, MS and Bridget Williams, MS		Complete clinical assessment and write up (template provided) of pediatric MBS	
Class 4	Intervention: Philosophy, Guidelines Positioning and Handling; NICU		Written report and summary of MBS due	
Class 5	Treatment		Bring doll	
Class 5	Treatment: Lab		Bring doll	
Class 7	The Great Debate: OT or SLP or BOTH?		Presentation and all information due (write-up of interviews, reference lists and abstracts, PowerPoint medial, etc.)	
Class 8	Mid-term exam			
Class 9	Assessment/Treatment: dysarthria		Bring doll	
Class 10	Assessment/Treatment: Dysarthria-Lab		Bring doll	
Class 11	Assessment/Treatment DAS			
Class 12	Assessment/Treatment: DAS: Lab			
Class 13	Sensory Integration: Julie Kraska, OTR			
Class 14	Special Populations: Lab		Bring doll	
Class 15	Final exam			