

1	Course title	Studies in Swallowing Disorders
2	Course number	1804781
3	Credit hours (theory, practical)	3 (theory)
	Contact hours (theory, practical)	
4	Prerequisites/corequisites	None
5	Program title	Speech-Language Pathology
6	Program code	1804
7	Awarding institution	University of Jordan
8	School	Rehabilitation Sciences
9	Department	Hearing and Speech Sciences
10	Level of course	Graduate
11	Year of study and semester (s)	2 nd
12	Final Qualification	Msc.
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English-Arabic
15	Date of production/revision	2/2/2020

16. Course Coordinator:

Name	<i>Yaser S. Natour</i>
Rank	Professor
Office number	433
Office hours	3-4 Monday and Tuesday
Phone number	23467
Email addresses	natour@fulbrightmail.org

17. Other instructors:

Name	(please follow the example: "Name", Ph.D. OR "Name", MA.)
Rank	
Office number	
Office hours	
Phone number	
Email addresses	
Name	
Rank	
Office number	
Office hours	
Phone number	
Email addresses	

18. Course Description:

As stated in the approved study plan.

This course will provide students with anatomy and physiology of the normal oral, pharyngeal swallowing functions. Related functions, in particular the oral function of feeding and orofacial myofunction will also be introduced and discussed. It will also provide students with the etiologies for dysphagia. It also provides students with the framework for the physical and laboratory evaluation and treatment of dysphagia.

Learning outcomes:

19. Course aims and outcomes:

A- Aims:

- Students will learn the anatomy and physiology of the normal and abnormal swallowing mechanism.
- Students will learn the three stages of swallowing.
- Students will be introduced to and learn the roles of the members of the interdisciplinary team involved in the management of patients with dysphagia.
- Students will learn the crucial role of the speech pathologist in conducting the modified barium study (MBS).
- Students will learn the nature of the organic, neurogenic and functional swallowing disorders.

B- Intended Learning Outcomes (ILOs):

Upon completing the program, students are expected to:

1. Program ILO: To demonstrate knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing, including: biologic basis; acoustical basis; development bases, anatomy and physiology: and psychoacoustic bases.

Specific Course ILO(s): 1.1. develop basic terms and definitions related to swallowing disorders

1.2 identify basic elements of swallowing anatomy and physiology

2. Program ILO: To demonstrate basic knowledge of communication disorders.	
Specific Course ILO(s):	2.1 identify oral dysfunction of feeding and orofacial myodysfuction 2.2 .be able to classify swallowing disorders according to their etiology
3. Program ILO: To identify the differences between disorders including both communication disorders and swallowing disorders.	
Specific Course ILO(s):	3.1. identify different techniques of swallowing assessment and treatment
4. Program ILO: To identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and swallowing disorders.	
	4.1. evaluate swallowing disorders 4.2 analyz evaluation results for the purpose of diagnosis and treatment
5. <u>Program ILO:</u> To demonstrate knowledge of the basic clinical skills in working with individuals with communication and swallowing disorders.	
Specific Course ILO(s):	5.1. develop activities for swallowing therapy 5.2 measure progress and treatment efficacy
6. Program ILO: To be able to identify ongoing effectiveness of planned activity and modify it accordingly.	
Specific Course ILO(s):	6.1..develop clinical skills to conduct evaluation techniques (MBS, Blue Dye, Endoscopy) 6.2 develop clinical skills and use in the treatment of patients with dysphagia
7. Program ILO: To analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.	
Specific Course ILO(s):	7.1 critique evaluation techniques (MBS, Blue Dye, endoscopy)
8. <u>Program ILO:</u> To justify clinical practice using clinical reasoning skills	
Specific Course ILO(s):	8.1 critique clinical procedures and use in the treatment of patients with dysphagia
9. Program ILO: To solve clinical problems using critical thinking skills.	
Specific Course ILO(s):	9.1 to evaluate and suggest ways to improve clinical prblems
10. Program ILO: To gather appropriate information that is related to the patient's condition.	
Specific Course ILO(s):	10.1 develop writing skill for evaluation reports 10.2 interpret technical c
11. Program ILO: To compare, select and use appropriate assessment techniques.	
Specific Course ILO(s):	11.1 develop skills needed to select the appropriate assessment technique (MBS, Blue Dye, Endoscopy)
12. Program ILO: To analyse and critically evaluate the information and samples collected.	
Specific Course ILO(s):	12.1 collect and analyse patient data

13. Program ILO: To formulate specific and appropriate intervention plans.	
Specific Course ILO(s):	13.1 develop the ability to select the appropriate intervention plan (manual therapy techniques vs. electrical and thermal stimulation)
14. Program ILO: To conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skillfully.	
Specific Course ILO(s):	14.1 abide by clinician and patient safety techniques
15. Program ILO: To write reports and required information related to the patient appropriately.	
Specific Course ILO(s):	15.1 .write diagnostic reports and treatment plans 15.2 Select appropriate treatment methods
16. Program ILO: To apply principles of evidence base practice in the assessment and intervention processes.	
Specific Course ILO(s): 16.1 to apply best evidence based practice in bedside evaluation	
17. <u>Program ILO:</u> To employ time management skills in dealing with caseloads and in delivering intervention for individual cases.	
Specific Course ILO(s):	17.1 counsel family members, care givers and clients 17.2 Write behavioral objectives and measuring progress

20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Anatomy and Physiology of Normal Deglutition Anatomical Structures and Physiology Changes with Age Variations in Normal swallowing Normal function for feeding Orofacial myofunction	1 st	Yaser Natour	1.1. 1.2 3.2	Discussion	Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 2
Signs and Symptoms of Dysphagia screening Complications of Dysphagia Multi-Disciplinary Approach	2 nd	Yaser Natour	1.1 2.1 2.2	Discussion	Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 1
Instrumental Evaluation of	3 rd	Yaser	1.2	Case reports	Logemann, J.A.

Swallowing Imaging Studies Non-Imaging Procedures		Natour	2.1 2.2 3.1 4.1		(1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 3
Disorders of Deglutition The Lateral View Posterior-Anterior View	4th	Yaser Natour	1.3 5.1 5.2 9.1 10.1	Case reports, presentation	Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 4
Evaluation of Swallowing Disorders Screening Procedures Bedside Examination Modified Barium Swallow (MBS)	5th	Yaser Natour	1.3 2.1 2.2 5.1 5.2 8.1 12.1		Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 5
Management of Patients with Oropharyngeal Dysphagia Treatment Planning Oral vs. Non-Oral Feeding Compensatory Treatment Procedures	6th	Yaser Natour	1.1 1.2 10.1 12.1		Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 6
Swallowing Disorders Following oropharyngeal Cancer Treatment Pre-treatment Assessment Rehabilitation Procedures	7th	Yaser Natour	1.2 2.2 9.1 10.2 11.1 12.1		Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 7
Mid-term Exam (30%)	8th	Yaser Natour			
Swallowing Disorders Following Laryngeal Cancer Treatment Laryngeal Tumor Management Rehabilitation Procedures	9th	Yaser Natour	1.5 1.3 8.1 9.1 10.1 12.1		Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 8
Neurological Dysphagia Stroke Closed Head Trauma	10th	Yaser Natour	5.1 5.2 8.1		Logemann, J.A. (1998). Evaluation and Treatment of

Spinal Cord Injury Cerebral Palsy			8.2 13.1 14.1		Swallowing Disorders. Pro-ed: Texas. Chapter 8
Degenerative Diseases Dysphagia Neuromuscular Diseases Other Degenrative Diseases	11th	Yaser Natour	2.1 4.1 14.1 15.1 16.1 17.1		Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 10
Medical Treatment for Swallowing Disorders Techniques for Controlling Aspiration Oral vs. Nonoral Feeding Medications	12th		2.1 2.2 9.1 10.2 11.1		Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 11
Clinical Decision Making Clinical Issues Ethical Issues	13th		3.1 11.1 12.1		Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 12 Selected articles
Multidisciplinary Management of Dysphagia Dysphagia team Radiographic Procedures Efficacy of Teamwork Measurements of Swallowing	14th		3.6 15.2 17.2		Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 13 Selected articles
Measurement of Swallowing and Intervention Strategies: The future	15th		4.1 5.1 16.1 15.1		Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas. Chapter 14 Selected articles

Final Exam (40%)	16 th				
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21. Teaching Methods and Assignments:

Please pick the approaches that will be used to achieve course and clinical objectives related to the ILOs:

Select if applied	Instructional Methods	Learning Activities (Examples)
	Direct Instruction	<ul style="list-style-type: none"> • Structured orientation lectures • Skills and procedures demonstrations
X	Interactive Instruction	<ul style="list-style-type: none"> • Clinical conferences and case presentations • Seminars and discussions
X	Experiential Learning	<ul style="list-style-type: none"> • Experiential learning in clinical setting • Simulation • Hands-on learning
X	Independent Study	<ul style="list-style-type: none"> • Self-directed literature review and synthesis to address problems in a specific case study • Reflective Journaling
	Blended Learning	<ul style="list-style-type: none"> • Combined face-to-face classroom practices with computer-mediated activities regarding content and delivery of course topics
X	Evidence Based Practice	<ul style="list-style-type: none"> • Integrate research methods & results in the learning process • Reflective assignments & projects
	Other (please specify)	

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Exams		
Exam	Date	Grade
Midterm	12-3-2020	30
Final	14-5-2020	40
Research Paper	25-4-2020	30

Assignments	
Assignment 1:	
<u>Assignment description:</u>	Writing a research proposal (Literature review, Methodology, Results, Discussion, Conclusion)
<u>Assignment objective:</u>	<u>See the attached Rubric</u>
<u>Assignment due date:</u>	<u>25-4-2020</u>
<u>Grade:</u>	<u>See the attached Rubric</u>
<u>Rubric:</u>	(can be in an appendix) See Appendix

23. Course Policies:

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
- An absence of more than 15% of all the number of classes, which is equivalent of (2) classes, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students will be in direct contact with patients during this course.
- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F-Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

24. Required equipment:

Videofluoroscopy, Nasoendoscopy

25. References:**25. References:****A- Required book (s), assigned reading and audio-visuals:**

1. Logemann, J.A. (1998). Evaluation and Treatment of Swallowing Disorders. Pro-ed: Texas.

B- Recommended books, materials, and media:

A list of suggested readings (journal articles) will be provided to during the course.

26. Additional information:

Attending evaluation and therapy sessions is required

Name of Course Coordinator: -Yaser Natour Signature:  Date:

Head of curriculum committee/Department: Dr.Hanadi Bani Hani Signature: HBH

Head of Department: Dr. Hanadi Bani Hani - Signature: HBH

Head of curriculum committee/Faculty: Prof.Ziad Hawamdeh Signature: Z.H

Dean: Prof.Ziad Hawamdeh Signature: Z.H

Copy to:
Head of Department
Assistant Dean for Quality Assurance
Course File

Appendix
Grading Rubric for the Research Paper

CATEGORY	4	3	2	1
Introduction/ Research paper _____	*exceptional introduction that grabs interest of reader and states topic. **research paper is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **research paper is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **research paper is somewhat clear and arguable.	*weak or no introduction of topic. **paper's purpose is unclear/research paper is weak or missing.
Quality of Information/ Evidence _____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the research paper.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the research paper. **information has weak or no connection to the research paper.
Support of Research paper/ Analysis _____	*exceptionally critical, relevant and consistent connections made between evidence and research paper. **excellent analysis.	*consistent connections made between evidence and research paper **good analysis.	*some connections made between evidence and research paper. **some analysis.	*limited or no connections made between evidence and research paper. **lack of analysis.
Organization/ Development of Research paper _____	*exceptionally clear, logical, mature, and thorough development of research paper with excellent transitions between and within paragraphs.	*clear and logical order that supports research paper with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Conclusion _____	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	*lack of summary of topic.
Style _____	*style are not only appropriate to the given audience and purpose, but also show originality and creativity. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear, active (subject-verb-object), and to	*style appropriate to the given audience and purpose. **word choice is specific and purposeful, and somewhat varied throughout. ***sentences are mostly clear, active (SVO), and	*style somewhat appropriate to given audience and purpose. **word choice is often unspecific, generic, redundant, and clichéd. ***sentences are somewhat unclear; excessive use of passive voice.	*style inappropriate or do not address given audience, purpose, etc. **word choice is excessively redundant, clichéd, and unspecific. ***sentences are very unclear.

Grammar/Usage ——	the point. *control of grammar, usage, **almost entirely free of spelling, punctuation, and grammatical errors.	to the point. *may contain few spelling, punctuation, and grammar errors.	*contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	*so many spelling, punctuation, and grammar errors that the paper cannot be understood.
Citation Format ——	<i>*conforms to MLA rules for formatting and citation of sources are perfect.</i>	<i>*conforms to MLA rules for formatting and citation of sources with minor exceptions.</i>	<i>*frequent errors in MLA format.</i>	<i>*lack of MLA format/numerous errors.</i>
Works Cited/Bibliography ——	*entries entirely correct as to MLA format.	*entries mostly correct as to MLA format.	*frequent errors in MLA format.	*lack of MLA format/numerous errors.

The grade will be converted to be out of 30 points