



Department of Audiology & Speech-Language Pathology | ASLP 5870: Intro to Pediatric Feeding & Swallowing
Course Syllabus Fall 2025

Instructor: Dr. Gore, SLP-D, CCC-SLP, CLC, DCS, CNT, NTMTC, C-ELBW

Class Time: Tuesdays, 5:30PM – 8:20PM

Email: allysson.gore@unt.edu

Classroom: Whooten Hall 217

Office Hours: Scheduled individually

Course Objectives

1. Students will understand normal feeding and swallowing development.
2. Students will identify common causes of pediatric feeding and swallowing disorders.
3. Students will recognize impaired feeding/swallowing skills in the pediatric population.
4. Students will be able to identify the four components of the Pediatric Feeding Disorder diagnosis.
5. Students will demonstrate understanding of plan of care development and goal writing.

Text - Both recommended, not mandatory

1. Arvedson, Joan C., Brodsky, L., and Lefton-Greif, Maureen A., (2020). Pediatric Swallowing and Feeding Assessment and Management Third Edition.
2. Morris, S. E. and Klein, M. D. (2000). *Pre-Feeding Skills, 2nd Edition*. United States of America: Therapy Skill Builders.

Grading

There are 3 Exams and 1 Project. The entire class is worth 500 points.

Exam 1 =	100pts
Exam 2 =	100pts
Exam 3 =	100pts
Project =	200pts

Exams

Exams are all group-based practical assessments. Students will be placed into randomized groups and provided a testing time slot during regular class times. Your group will only be present during your designated time slot that day. Each group will answer questions as a team in 30 minutes. Each member of the same group will receive the same grade. Example question types and the rubric are attached below. Questions will come from class lectures and power point presentations (including guest lectures). In-class activities/discussions will serve as your exam review. No other exam review will be provided. In-class activities will not be reviewed with students absent from class. Questions regarding specific grades will be addressed on an individual basis. (All exams are worth 100 points).

Project

Projects will be completed independently. Your project summary is due on the designated day found on the course outline. Each student will present their project to the class on Project Presentation Day found on the course outline. An outline and more information on the project is provided below, as well as the grading rubric. No new content will be presented on project presentation day. Questions regarding specific grades will be addressed on an individual basis. (Project is worth 200 points.)

Attendance Policy

Attendance and participation at all class times is necessary in order to completely meet all course objectives. Attendance may be taken but does not affect your immediate grade; it is for my records. If you have to miss a lecture, you will be responsible for obtaining all notes and pertinent information from a classmate. Make-up exams will not be administered, with the exception of family or medical emergencies. In the event you have a family or medical emergency, you must contact me prior to the scheduled exam time via email.

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Use of Artificial Intelligence for Assignments

According to the UNT Academic Integrity Policy ([UNT Policy 6.003](#)), any form of "unauthorized assistance" constitutes cheating. As a result, use of any artificial intelligence is not authorized for assignments in this course.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.

Course Outline*

*lectures are subject to change. Some presentations are provided by guest lecturers.

	Lecture Content	Other Agenda Items
Aug 19th	Introduction	Syllabus review
Aug 26th	Anatomy, Physiology, Typical Development	
Sept 2nd	Medical and Psychosocial	
Sept 9th	Nutrition and Skill	
Sept 16th	Exam 1	No new content
Sept 23rd	Assessment of Nipple Feeding	
Sept 30th	Treatment of Nipple Feeding	
Oct 7th	NICU, Prematurity, OMT	Guest Lecture: Keri Bartel
Oct 14th	Tube Feeding/Weaning, Tethered Oral Tissues, Breastfeeding	
Oct 21st	Exam 2	Begin next week's content
Oct 28th	Assessment of Solid Food Feeding	NO CLASS
Nov 4th	Treatment of Solid Food Feeding	
Nov 11th	Responsive Feeding, Trauma-Informed Care, Ethics, and Cultural Influences on Pediatric Feeding	
Nov 18th	Case Studies, Plan of Care Development	Round Table with Dinner
Nov 25th	Thanksgiving - NO CLASS	NO CLASS
Dec 2nd	Project Day	No new content
Dec 9th	Exam 3	Enjoy your break!

Classroom Guide:

1. Everyone will be treated with respect, including when questions are asked aloud and during discussions
2. Everyone will be treated as professionals
3. All work from students will be original and individual unless specifically stated as group work
4. Cheating and plagiarism will not be tolerated
5. Use electronic devices (laptops, phones, smart watches, etc.) respectfully
6. Classroom participation is encouraged and graded according to the rubric
7. Eating and drinking during class is permitted, but is not expected to be distracting.

You can expect me to:

1. Reply to emails within 48 hours. If I have not replied, send another email or a canvas message.
2. Start and end class on time.
3. Give exams that accurately reflect the material covered in class.
4. Provide fair, appropriate grading following the provided rubric.

I can expect you to:

1. Treat classmates with respect
2. Be attentive and engaged in class
3. Refrain from using electronic devices in a recreational or disruptive manner
4. Be your own advocate and seek help when appropriate

Project Outline:

Students will be placed into groups for this project. This project will be completed in its entirety during class time on the designated day written on the syllabus. The project will be turned in as a group by the end of class time. One grade will be provided to the entirety of the group.

Each group will be given a case study at the beginning of class time on project day. You will work in your designated groups to develop a plan of care for the patient/case study you have been assigned.

The plan of care will need to entail the following items:

- Assessment and findings
- Treatment options and plan
- Communication to the family about your findings and recommended plan of care
- Goals
- Treatment strategies and activities
- Plan for measuring progress
- Home program
- Referrals warranted
- Appropriate discharge criteria

Above is a brief outline of the project. Your written instructions (provided on project day) will have more detailed information about what you need to include.

Each group may leave after turning in their project. No new content will be presented on project day. Groups have until the end of class to complete and turn in their projects. If your group is still working on your project at the end of class, you will need to turn in what you have completed. No part of the project may be completed outside of the classroom.

No laptops, phones, iPads, smart watches, etc. may be used during the project. Each group will be provided with paper to hand write your project answers/information. No materials other than your group-mates and your brain may be used to complete the project. Backpacks/phones/bags, etc. will be placed at the front of the classroom and may be retrieved upon project completion.

Project Grading Rubric

Evaluation Criteria	Exceeds Expectations 20 points	Meets Expectations 18 points	Does not meet expectations 13 points	Unsatisfactory 8 points
General Criteria <ul style="list-style-type: none"> Complete materials provided 	All components are present and exceeds all requirements	All components are present	One component is missing	More than one component is missing
Applicability	Content presented is directly applicable to the field and clinicians, with examples	Content is mostly applicable to the field	Content is somewhat applicable to the field, or only some of the content is applicable	Content is not applicable
Professionalism	Uses correct spelling/grammar. Uses technical vocabulary from the field appropriately. Addresses the audience in a manner benefitting a professional in the field.	Uses correct grammar, vocabulary, and spelling, with two or fewer errors. Demonstrates appropriate professional tone.	Exhibits four or fewer vocabulary, spelling, or grammar errors. Demonstrates somewhat appropriate professional tone.	Exhibits more than four vocabulary, spelling, or grammar errors. Demonstrates inappropriate professional tone.
Structure and organization	Provides content that is pertinent to the assignment. Presents material in a visually/aurally pleasing manner. Demonstrates clear development of ideas. Provides appropriate transitions. Provides evidence of careful preparation.	Demonstrates generally clear development of ideas and organization of commentary, though there is room for improvement. Presents material in a visually and aurally pleasing manner.	Provides a commentary that can be discerned with effort, though lacks strong organization. Presents material in a visually and aurally satisfactory manner.	Provides a commentary that lacks cohesion and clear development and is challenging to follow. Presents material in a visually and aurally unpleasant or jarring manner.
Development and expression of ideas	Provides evidence of critical thinking and insightful analysis of the topic. Demonstrates thoughtful consideration of course materials and content. Introduces new ideas and insights not presented in text, class, or other.	Connects ideas and materials provided in course, but does not integrate ideas found beyond course resources.	Demonstrates limited synthesis of topic and class content.	Provides little to no evidence of synthesis of topic. Lacks insight.

Name: _____

Grade Received: _____/100 total points possible

Exams

Logistics:

1. Each student will be placed into a randomized group by Dr. Gore.
2. Each group will be assigned a 30-minute time slot for the exam day.
3. Example question types and grading rubric are included below.
4. Each member of the same group will receive the same grade.
5. You will answer the questions as a group.
6. The questions are not timed, but if your team is spending too much time on one question, you will be guided to end that question and start another in order to get to all of the questions.
7. Each group will be given a total of 4 questions. Each question is worth 25 points.

Tips for Success

- You will be able (and are encouraged!) to talk out loud, collaborate, discuss, etc. for each question of the exam.
- While you are allowed to use each other's brains, you cannot bring any other materials, notes, etc.
- Be sure to review information from the entire semester. While I will not be asking you specific questions about diagnoses (what type of TEF/EA a child has), I would expect that you have an understanding of how gastrointestinal disorders affect feeding and swallowing in general.

Example Question types:

*Each group will receive any combination of types of questions. You will receive more detailed information on the day of the exam on how to appropriately answer your questions:

1. Evaluation: you will be asked to synthesize the provided information and come up with an evaluation process, including key questions to ask the parents and child-specific information you want to gather.
2. Tool choice: you will be asked to recommend a specific feeding tool (bottle, nipple, utensil, etc.) based on a child's specific needs.
3. Diet Selection: you will be asked to select age/developmentally appropriate foods for a child on your caseload.
4. Parent education: you will be asked to provide pertinent and sensitive information to the parents of a child regarding diagnostics, feeding expectations, interventions to use, etc.
5. Goal writing: you will be asked to write an age and developmentally appropriate goal for a child.
6. Treatment intervention: you will be asked to choose and defend the use of a type of feeding intervention you believe is appropriate for a specific child.
7. Positioning: you will be asked to appropriately position a child for feeding intervention.
8. Motor skills: you will be asked to describe the typical age-appropriate motor skills of a child on your caseload.
9. Instrumental evaluation: you will be asked to recommend a type of instrumental evaluation based on a child's condition and clinical presentation.
10. Video analysis: you will observe a video of a child and be asked to provide insight into feeding skills.

Exam Practical Grading Rubric

Question #	Exceeds Expectations 25 points	Meets Expectations 21 points	Does not meet expectations 13 points	Unsatisfactory 8 points	Total points earned for each question
1	All components are present, and answer exceeds all requirements	All components are present, but answer does not provide sufficient information to demonstrate complete knowledge and understanding of topic	Two or more crucial components are missing, or have errors. Answer demonstrates vague understanding of the topic.	More than three crucial components are missing, and answer demonstrates students have little to no understanding of the topic.	_____/25
2	All components are present, and answer exceeds all requirements	All components are present, but answer does not provide sufficient information to demonstrate complete knowledge and understanding of topic	Two or more crucial components are missing, or have errors. Answer demonstrates vague understanding of the topic.	More than three crucial components are missing, and answer demonstrates students have little to no understanding of the topic.	_____/25
3	All components are present, and answer exceeds all requirements	All components are present, but answer does not provide sufficient information to demonstrate complete knowledge and understanding of topic	Two or more crucial components are missing, or have errors. Answer demonstrates vague understanding of the topic.	More than three crucial components are missing, and answer demonstrates students have little to no understanding of the topic.	_____/25
4	All components are present, and answer exceeds all requirements	All components are present, but answer does not provide sufficient information to demonstrate complete knowledge and understanding of topic	Two or more crucial components are missing, or have errors. Answer demonstrates vague understanding of the topic.	More than three crucial components are missing, and answer demonstrates students have little to no understanding of the topic.	_____/25

Group Members:

Total points earned _____/100 total points possible