

COURSE SYLLABUS
Southeast Missouri State University

Department of Communication Disorders

Course No. CD652

Title of Course Swallowing Disorders

New: 2004-05

I. Catalog Description and Credit Hours of Course:

Pediatric and geriatric swallowing disorders resulting from structural and neurological lesions of the central and peripheral nervous systems. Emphasis is placed on etiology and characteristics of different dysphagic symptoms, as well as on diagnostic methods and management of specific symptoms. (2).

II. Prerequisite(s): Regular Graduate standing or consent of instructor.

III. Purposes or Objectives of the Course:

The student will:

- A. Review the structures of the upper aero-digestive structures and their physiology for mastication and deglutition (*III-B).
- B. Develop an understanding of neuroanatomical and neurophysiological bases for mastication and deglutition (*III-B).
- C. Become familiar with the normal physiology describing the three phases of deglutition and corresponding age-related changes (*III-B).
- D. Describe the various possible etiologies for swallowing disorders (*III-C).
- E. Discuss contemporary instrumental and clinical procedures for assessment of dysphagia (*III-D & III-F).
- F. Integrate background, medical & assessment data to form appropriate prognosis rationale for intervention (*III-D).
- G. Identify different oral and non-oral treatment/management options with appropriate rationale for such recommendations (*III-D & III-F).
- H. Describe the different treatment strategies for oral and pharyngeal dysphagia (*III-D & III-F).
- I. Evaluate treatment efficacy and made decisions regarding continuation of therapy, discharge and referrals (*III-D & III-F).
- J. Integrate professional/ethical considerations regarding compliancy and mortality, as well as reimbursement issues in service delivery of swallowing disorders (*III-E & III-G).

*[*denotes Knowledge and Skills Acquisition (KASA) standards from the American Speech-Language Hearing Association.]*

IV. Expectations of Students:

- A. Students are expected to participate during class discussions, take course examinations, and complete the course assignments on scheduled dates.
- B. Students will complete two, in-class written examinations on scheduled dates. No make-up/retake of examinations or assignments will be given and the content for each examination will include topics discussed in the preceding sessions (*V-A).

- C. Students will also complete the following three assignments (*V-A):
1. Complete a laboratory assignment on frequency of deglutition and cervical auscultation according to instructions, and submit a brief report highlighting the similarities and differences in the obtained data for the required participants.
 2. Determine the perceived oral and pharyngeal phase symptoms from the videofluoroscopic samples of individuals with dysphagia. Identify the observed symptoms on the provided data sheet, and submit a one-page report to explain the relationship between the observed symptoms within, and between, the different individuals.
 3. Give an oral presentation on treatment strategies for oral & non-oral feeding with related variables (bolus types, postures, and devices) on one of the assigned topics.

V. Course Content or Outline:

	No. of Class Hours
UNIT I	8
Introduction & Content Review	
Efferent Motor Systems: Mastication & Deglutition	
Peripheral Nervous System & Structures	
(Anatomy & Physiology of 3 phases & Cranial Nerve Innervation)	
Age-related Changes in Eating & Swallowing	
UNIT II	5
Etiologies for Dysphagia	
(Structural anomalies & neurological conditions)	
EXAMINATION 1	1
UNIT III	8
Clinical Assessment of Swallowing	
Instrumental Methods for Assessment of Swallowing	
UNIT IV	8
Differential Diagnosis: Oral vs. Pharyngeal Dysarthrias	
Prognostic Variables & Recommendations for Oral/Non-oral Feeding	
Treatment/Management: Methods, Strategies & Variables	
Treatment Efficacy, Modifications & Compliancy Issues	
FINAL EXAMINATION	30

VI. Textbook(s) and/or Other Required Materials or Equipment:

Required Text and Materials

- A. Logemann, J. A. (1998). *Evaluation and Treatment of Swallowing Disorders, 2nd Edition*. Austin, TX: Pro-Ed.
- B. Laryngeal Mirror (size 00 or 000), Stethoscope, and Stop Watch.

Other Selected Readings on Reserve

- A. Bhatnagar, S. (2002). *Neuroscience for the Study of Communicative Disorders*. Baltimore, MD: Williams & Wilkins.

- B. Bloeser, R. & Cutsinger, L. (1994). *Feeding the Neurologically Involved Child* (IM VC 4510).
- C. Dikeman, K. & Kazandjian, M. (1995). *Communication and Swallowing Management of Tracheotomized and Ventilator-Dependent Adults*. San Diego: Singular Publishing Group, Inc.
- D. Groher, M. (1997). *Dysphagia: Diagnosis & Management, 3rd Edition*. Stoneham, MA: Butterworth Heineman.
- E. Langley, M. & Lombardino, L. (1991). *Neurodevelopmental Strategies for Managing Communication Disorders in Children with Severe Motor Dysfunction*. Austin, TX: Pro-Ed.
- F. Logemann, J. (1987). *Assessment of Swallowing Physiology: Videofluoroscopic Study of Oropharyngeal Deglutition* (IM VC 2953 & 2954).
- G. Logemann, J. (1993). *Manual for the Videofluorographic Study of Swallowing, 2nd Edition*. Austin, TX: Pro-Ed.
- H. Logemann, J. (1995). *Dysphagia: The Latest in Instrumental Diagnostic Procedures & Service Delivery Issues* (IMK 287).
- I. Meek, M. (1986). *Management of Swallowing Disorders in Children* (IM VC 1226).
- J. Mills, R. (2000). *Evaluation of Dysphagia in Adults: For Clinicians by Clinicians*. Austin, TX: Pro-Ed.
- K. Perlman, A. & Schultze-Delrieu, K. (1997). *Deglutition & Its Disorders: Anatomy, Physiology, Clinical Diagnosis & Management*. San Diego: Singular Publishing.

VII. Basis for Student Evaluation:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each semester.

Student performance on two in-class written examinations will constitute 50% of the grade for the course. The performance on the three assignments will constitute the remaining 50% of the course grade.

Violations of academic honesty represent a serious breach of discipline. Engaging or knowingly assisting in academic dishonesty, including plagiarism, cheating, and those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record may be considered grounds for disciplinary action. Please refer to <http://www6.semo.edu/judaffairs/code.html> for the complete policy on Academic Honesty at Southeast Missouri State University.

Approvals:

Department: 12-03-2004
College Council: 02-04-2005
Graduate Council: