

Eastern Illinois University
REVISED COURSE PROPOSAL

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 5500
2. **Title (may not exceed 30 characters, including spaces):** Dysphagia Management
3. **Long title, if any (may not exceed 100 characters, including spaces):** Dysphagia Management in Children and Adults
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☒ Summer **Year:** 2012
7. **Course description (not to exceed four lines):** The study of mechanical/neurologic feeding and swallowing disorders in children and adults and discussion of assessment and direct/indirect treatment techniques for oropharyngeal swallowing impairment

8. Registration restrictions:

a. Identify any equivalent courses None

Prerequisite(s), Graduate degree seeking status in Communication Disorders and Sciences; permission of instructor.

b.

c. Who can waive the prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites: None

e. Repeat status: ☒ Course may not be repeated.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

Graduate degree seeking status in Communication Disorders and Sciences

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

Undergraduates and non-CDS graduate students

9. Special course attributes None

10. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC

11. Instructional delivery method: ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☒ other

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students enrolled in this course will:

1. Describe the anatomy and physiology of normal swallowing.
2. Explain the pathophysiology of feeding and swallowing disorders in children and adults.

3. Identify the guidelines and procedures necessary for the evaluation of feeding and swallowing.
4. Analyze modified barium swallow fluoroscopy studies.
5. Identify management techniques for the treatment of feeding and swallowing disorders.

a. This is not a general education course

b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

1. Depth of content knowledge Obj. 1,2, 3, 4, 5
2. Effective critical thinking and problem solving Obj. 4, 5
3. Effective oral communication Obj. 4

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:** Student achievement of course objectives will be evaluated using examinations (Objectives 1, 2, 3, 5), quizzes (Objectives 1, 2, 3, 5), and oral exam (Objective 4).

3. **Explain how the instructor will determine students' grades for the course:**

Evaluation:

Exams	70%	A 92%
Quizzes	20%	B 84%
Oral exam	10%	C 76%
		D 68%
		F Below 68%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** For technology delivered sections, lectures will be recorded and delivered via WebCT/Elluminate. Both Powerpoint and oral presentations will be available. Online discussion time will be scheduled via Elluminate and the discussion function of WebCT to supplement lecture material. The instructor will maintain office hours for the online graduate cohort.
- b. **Describe how the integrity of student work will be assured:** Integrity of the student's work will be promoted by using timed examinations via WebCT. The examinations will use random question delivery.
- c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Email, chat and discussion functions of WebCT will be utilized for instructor/student interactions. Chat rooms will be set up for student/student interactions. The Who's online function will also be used to allow students to access peers in the course.

5. No sections of this course are numbered 4750-4999.

6. This course is not writing centered, writing active or writing intensive.

PART III: OUTLINE OF THE COURSE

3-0-3 course, 45 fifty minute class periods over 15 weeks.

Week 1

Course overview
Definition of terms
Prevalence data
Anatomy/physiology of normal swallowing

Week 2

Feeding vs. swallowing
Swallow vs. gag reflex
Age related changes in swallowing
Oral-motor and swallowing skills in the infant and child
Normal development of oral-motor swallowing skills

Week 3

Oral-motor and swallowing skills in the infant and child
Normal development continued
Anatomical differences between the newborn and the adult mouth and pharynx
Exam

Week 4

Aspiration pneumonia
Timing of aspiration
Swallowing disorders affecting the oral preparatory stage
Swallowing disorders affecting the oral stage
Swallowing disorders affecting the pharyngeal stage
Swallowing disorders affecting the esophageal stage

Week 5

Pathophysiology of swallowing disorders
Common neurologic/anatomic disorders associated with dysphagia in adults
Common neurologic/anatomic disorders associated with feeding/swallowing dysfunction in infants and children

Week 6

Swallowing disorders after treatment for oral, oropharyngeal, and laryngeal cancer
Medical/surgical management of dysphagia
Manometry
Indirect laryngoscopy
Cricopharyngeal dilatation
Week 6 cont.

Cricopharyngeal myotomy
Vocal cord injection
Techniques for non-oral feeding
Nasogastric feeding
Pharyngostomy
Esophagostomy
Gastrostomy
Jejunostomy
Exam

Week 7

Clinical examination of dysphagia in adults
History taking/medical record review
Evaluation of pre-feeding skills

Clinical evaluation of swallowing
Guidelines for evaluation patients with a tracheostomy

Week 8

Clinical assess. of feeding/swallowing in infants & children
Feeding preassessment
Evaluation of sensation, symmetry, tone & oral anatomy
Evaluating oral intake

Week 9

Videofluorographic assessment of swallowing
Reading/interpreting modified barium swallow studies

Week 10

Reading/interpreting swallow studies continued
Writing reports and recommendations
Exam

Week 11

Management of dysphagia in adults
Indirect management techniques
Direct management techniques
General principles of swallowing therapy with treated oral/ laryngeal cancer patients

Week 12

Treatment of feeding & swallowing disorders in children
Postural techniques
Modifying food consistency, texture, temperature, taste
Oral-motor strategies
Treating the infant/child who is receiving nonoral feedings

Week 13

Nutritional considerations
Dietician's role
Dysphagia diets
Nutritional status
Non-oral feeding
Nursing management of swallowing disorders
Role of other disciplines in dysphagia management
Respiratory therapy
Physical therapy
Occupational therapy

Week 14

Orofacial myofunctional therapy
Historical and philosophical considerations
Relationship of tongue thrust swallow to malocclusion and articulation proficiency
Guidelines for assessment of tongue thrust

Week 15

Orofacial myofunctional therapy continued
Therapy for tongue thrust

Cosmetic aspects
Motivational considerations
Final Exam: As per University final exam schedule

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. This is an updated version of the current course that exists in the CDS curriculum, adding the technology component.
- b. A section of the course will be technology delivered for those students who are a part of proposed CDS Cohort for speech-language pathologists. The cohort is being developed to address the shortage of speech-language pathologists.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course is intended to prepare students to meet the challenges necessary to evaluate and treat unique swallowing symptoms seen in children and adults. Students will also develop the skills necessary to interpret radiologic findings. It is intended to be a required course for all graduate students and is needed because dysphagia management comprises a major portion of caseloads for internship students and practicing speech-language pathologists in a range of settings.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is not similar to any existing courses in the department or university.

4. Impact on Program(s):

This course is a core course for all CDS graduate students.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Initially this course will be assigned to Frank Goldacker.

2. Additional costs to students: None

3. Text and supplementary materials:

Leonard, R. & Kendall, K. (2008). *Dysphagia assessment and treatment planning: A team approach* (2nd ed.). San Diego, CA: Plural.

PART VI: COMMUNITY COLLEGE TRANSFER

Not applicable

PART VII: APPROVALS

Date approved by the department or school: November 10, 2010

Date approved by the college curriculum committee: January 14, 2011

Date approved by CGS: