COURSE CONTENT:
In this course, the student will acquire detailed knowledge of adult swallowing disorders as a basis of future clinical practice. This will include a review of normal swallowing anatomy and physiology, neural control mechanisms, interactions between swallowing and other motor systems, and the clinical evaluation and treatment of swallowing disorders.

LEARNING OUTCOMES:
♦ Master the anatomy, physiology and neural control of swallowing and be able to explain these processes to a client or other healthcare professional.
♦ Understand different etiologies/pathologies related to dysphagia and their impact on the normal swallow.
♦ Know the essential elements of a clinical/bedside swallow evaluation and recognize the clinical signs of aspiration.
♦ Understand different paraclinical methods of evaluating the swallow.
♦ Understand and be able to evaluate a videofluoroscopic evaluation of swallowing.
♦ Be able to formulate an evidence based intervention/treatment plan for the dysphagic patient taking into account the results from the clinical/paraclinical evaluation and the prognosis related to the underlying pathology.

INSTRUCTIONAL METHOD:
The overall goal of this course is to give students the tools to go beyond lecture information and face the challenges of treating individuals with feeding and swallowing disorders. Students will be encouraged to think critically and creatively throughout the course. Assigned readings, in class presentations and discussions, out of class exercises and examinations will be used to develop these abilities.
COURSE MATERIALS:

Readings:

There are two recommended reference texts for this course and several required readings. The student will be required to read and be prepared to discuss the assigned readings for the class period indicated. The required (and suggested readings) are indicated in the calendar below. Additional readings may be assigned during the course.

Recommended texts:


TIME REQUIRED:

Swallowing is an extremely complex process requiring the coordinated activity of over 100 muscles distributed across respiratory, laryngeal and oral articulatory systems. This makes it one of the most complex of all human behaviours. Feeding and swallowing disorders in the adult can have diverse and often very complex origins and manifestations. To master the notions presented in this course will require a great deal of time and personal effort. In addition to the in class hours, students will be required to complete required readings in advance of the lecture. Out of class assignments will be used to reinforce important notions developed in class. It is extremely important to not wait until just before the examinations to clarify potentially difficult concepts.

ASSIGNMENTS & EVALUATION

Your performance will be evaluated in several ways, including an in-class midterm and presentations. Additional out of class assignments will be given to reinforce notions developed in the course. The dates of these assignments and the percentage of the final grade are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Midterm</td>
<td>February 22</td>
<td>(30%)</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>February 1</td>
<td>(5%)</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>February 15</td>
<td>(10%)</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>March 15</td>
<td>(10%)</td>
</tr>
<tr>
<td>Preliminary plan of presentation</td>
<td>TBA</td>
<td>(5%)</td>
</tr>
<tr>
<td>Presentations</td>
<td>TBA</td>
<td>(40%)</td>
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</tbody>
</table>

Details of the assignments will be given during the course. Late assignments will be accepted only upon prior notice and will be deducted 5 points for each late day. Absences from exams will only be permitted with a medical excuse. Absence from any of the final presentations is considered equal to an exam and requires a medical excuse.

McGILL POLICY STATEMENTS:

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information.

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.
Refer to the following for further guidelines and for additional Policy Statements that can be added:
http://www.mcgill.ca/tls/resources/outline/#OUTCOMES

CALENDAR:

January 11  Course Outline, Readings, and Evaluation
Dysphagia and aspiration defined

January 18  Clinical evaluation of swallowing and aspiration

Required reading:

Suggested reading: *C&G, Chapters 1, 2, 3, 7*

January 25  Clinical learning experience:
- Oral peripheral evaluation
- Food texture modification experience

February 1  The impact of different pathologies on swallowing
Ageing and swallowing

Recommended reading: *C&G, Chapters 4, 5, 6*

**Assignment 1 due**

February 8  Neural control mechanisms and cross-system interactions

Required reading:

Recommended reading:

February 15  Case Discussions

**Assignment 2 due**

February 22  Midterm Examination

March 1  Instrumental/Para clinical evaluation of swallowing

Recommended reading: *C&G, Chapter 8*
March 8

Reading Week

March 15

Intervention strategies

*Suggested reading:* C&G, Chapter 9, 10

*Required reading:*


*Assignment 3 due*

March 22

The impact of tracheotomy, intubation and/or speaking valves on swallowing

*Required readings:*


March 29

*Good Friday*

April 5

*Copy of all presentations due.*

In-class presentations (Groups 1 and 2)

April 12

In-class presentations (Groups 3 and 4)

April 19

In-class presentations (Groups 5 and 6)