

POTH 627 ENABLING EATING, DRINKING AND SWALLOWING

Credits: 3

Pre-requisites: OCC1 547 Occupational Solutions 1
OCC1 617 Occupational Solutions 2

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Course Description: This professional complementary course will provide occupational therapy students with knowledge and application of therapeutic skills in the areas of dysphagia and feeding difficulties. Through case studies, self-directed learning, site visits, lectures and practical sessions, this course will teach students the various aspects of managing feeding and swallowing disorders in a variety of populations and settings within an interprofessional team context.

Course Structure: 2, 3-hour sessions per week.

Student Learning Outcomes

At the completion of the course, the student will be able to:

Expert in enabling occupation

1. Situate a client's feeding or swallowing problem within the Canadian Occupational Performance framework (CMOP-E).

Communicator

2. Appraise the ethical implications of dysphagia / feeding treatment choices and therapists' actions. (scholarly practitioner, professional)
3. Debate ethical, cultural, legal and other sensitive issues with clients and team members in order to come to a client centered approach to a feeding/swallowing difficulty. (scholarly practitioner, professional)
4. Create reports that thoroughly and concisely document a person's feeding/swallowing problems and that meet the requirements of the OEQ. (professional)

Collaborator

5. Advocate for the role of the OT in dysphagia and feeding, particularly within the Quebec context. (change agent, scholarly practitioner)

Change agent

6. Advocate for the role of the OT within an interprofessional dysphagia team context, relative to institutional and regional culture. (professional, collaborator, practice manager)

Scholarly practitioner

1. Design an evidence-based treatment plan to meet the client centered goals of persons with dysphagia and / or feeding problems. (professional)
2. Formulate the cause of a client's dysphagia and / or feeding difficulties associated with a variety of conditions across the lifespan. (professional)
3. Project the expected course of a client's dysphagia and / or feeding difficulties across the lifespan. (professional)
4. Appraise a variety assessments and treatment interventions with a variety of people with feeding and swallowing problems. (professional)
5. Develop an optimized assessment method for a person with feeding and swallowing problems and interpret the results. (professional)
6. Develop an optimized treatment plan in a simulated and / or real setting. (professional)

Course Content

The following topics will be addressed in the course. The order may change depending on the availability of guest lecturers. A schedule will be provided on the first day of class. Note that all topics will be addressed from the Occupational Therapy perspective.

- A. Normal anatomy and physiology related to ingestion
- B. Feeding and swallowing management for neurological conditions
- C. Feeding and swallowing management in oncology
- D. Feeding and swallowing problem management for neonates and children
- E. Ethical issues associated with feeding / swallowing
- F. Professional issues and interprofessional practice

Instructional Method

This course will incorporate didactic lectures, invited guests; practical/clinical sessions and site visits to facilities treating clients with dysphagia.

Required Textbook: Groher, M.E. and Crary, M.A. (2015) *Dysphagia: Clinical Management in Adults and Children*, 2nd edition. Maryland Heights, MO: Mosby Elsevier.

There is no course pack. Additional readings will be supplied on MyCourses. Copies of slides and other class materials will be posted on MyCourses except where prohibited by copyright.

Assignments and Evaluation

This course falls under the regulations concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion of the Occupational Therapy Course Guides.

Details of assessment methods and grading will be given on the first day of class. Grades are based on a combination of a reflective exercise (individual - 10%), written case analysis (individual - 25%), a written term paper (group - 25%), an oral presentation (group - 15%), and a final exam (individual - 25%).

Passing the course is contingent on successful completion (i.e. a mark of 65% or greater) of each assignment.

Consequences of not completing assignments as requested: Papers must be submitted before 11:59 p.m. on the due date. Late submissions will be penalized 5% of the total mark per day or part thereof, including weekends. Requests for an extension must be accompanied by a medical note. A request for extra time that can be anticipated (e.g. due to a learning disability or illness) must be requested in advance through the Office for Students with Disabilities.

Skills Building Attendance Mark: Because of the participatory nature of this course, attendance at all classes is mandatory. A student cannot miss more than 10% of the classes (i.e. more than 1.75 classes for this course) without an acceptable written excuse. If he or she misses more than the permitted number of sessions, 10% of the total course mark will be removed.

McGill Policy Statements

Plagiarism/Academic Integrity: McGill University and the Faculty of Medicine value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [McGill University Code of Student Conduct and Disciplinary Procedures](#) and the [Faculty of Medicine Code of Conduct](#).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le [Code de conduite de l'étudiant et des procédures disciplinaires](#).

Language of assignments: 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. However, using both languages within the same assignment is not acceptable.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté. Changer entre l'anglais et le français dans le même travail n'est pas acceptable.

Copyright of course materials: Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Mobile Computing and Communications (MC2) Devices in Class: The use of MC2 devices must, in all cases, respect policies and regulations of the University, including in particular: The Code of Student Conduct and Disciplinary Procedures; Policy Concerning the Rights of Students with Disabilities; and The Policy on the Responsible Use of IT Resources. No audio or video recording of any kind is allowed in class without the express permission of the instructor. MC2 devices will be permitted only for reasons directly relevant to this course (e.g. note taking, consulting online resources). Depending on the circumstances, non-compliance may lead to disciplinary action pursuant to the Code of Student Conduct and Disciplinary Procedures.

Course evaluation: End-of-course [evaluations](#) are one of the ways that

McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

Disability: As the instructor of this course I endeavour to provide an inclusive learning environment. If you experience barriers to learning in the course, you are welcome to register with the [Office for Students with Disabilities](#) (514-398-6009), and to make an appointment with me to discuss your situation.

Additional policies governing academic issues which affect students can be found in the [McGill Charter of Students' Rights](#).

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.