

FEEDING AND SWALLOWING DISORDERS

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	UNDERGRADUATE PROGRAM (LEVEL 6)		
COURSE CODE	slt - 46	SEMESTER	4
COURSE TITLE	FEEDING AND SWALLOWING DISORDERS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	5
Applied/Laboratory Practice		1	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://moodle.ioa.teiep.gr/course/index.php?id=200		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>Feeding and swallowing disorders account for about half of the neurological patients and may occur at any age, mainly following neurological damage to the peripheral or central nervous system after surgery, mechanical causes, autoimmune diseases, drugs, or possibly occurrences in the territory of a syndrome. Good knowledge of the particular subject is necessary, since, if not addressed directly and properly, they can threaten the very lives of people who suffer. The aim of the course is to train students with knowledge of anatomy and physiology of anatomical structures involved in feeding and swallowing, to familiarize them with the type of disorder, so that they can use knowledge in both evaluation and therapeutic intervention with scientific documented forms of intervention. Specifically, after successful completion of the course, optimal learning outcomes are expected so that students can:</p>
--

- Become familiarized with the pathophysiology and be able to know, to distinguish and to describe the stages of the feeding and ingestion mechanism. (Level 1 & 2: Knowledge/Remembering & Understanding)
- Be aware of the causes and appraise the signs and symptoms of eating and swallowing disorders at all ages. (Level 1 & 2: Knowledge/Remembering & Understanding)
- Recognize eating and swallowing problems and be able to use clinical information, but also apply detection and diagnostic methods to explain and prevent their timely and valid diagnosis. (Level 1, 3 & 5: Knowledge/Remembering, Applying & Creating)
- Choose and compose appropriate intervention strategies after assessing feeding and ingestion problems, in order to address and adequately support people with such problems. (Levels 4, 5 & 6: Analyzing, Creating, Evaluating)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- *Research, analysis and synthesis of data and information,*
- *Production of new research ideas*
- *Respect for difference and multiculturalism*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking with the use of the necessary technology*
- *Adapting to new situations*
- *Decision-making*
- *Working independently*
- *Team work*
- *Working in an interdisciplinary environment*

(3) SYLLABUS

1. Introduction - Epidemiological data of swallowing disorders.
2. Anatomy and physiology of the chewing and swallowing mechanism.
3. Etiology of eating and swallowing disorders.
4. Basic principles of assessment of swallowing disorders.
5. Diagnostic methods of swallowing disorders.
6. Management of feeding and ingestion problems.
7. Nutritional management of swallowing problems.
8. Surgical treatment.
9. Common pathological background to phonation and Swallowing Disorders.
10. Introduction to feeding and ingestion disorders in the pediatric population.

11. Anatomy and physiology of the swallow mechanism in the pediatric population.
12. Assessment of swallowing disorders in the pediatric population.
13. Management of swallowing problems in the pediatric population.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face: In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. Power Point presentations) Support the learning process through the e-class platform.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	26
	Applied/Laboratory Practice	13
	Teamwork Research Project	20
	Essay Writing	23
	Personal Study	43
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (50%): -Multiple choice test -Short answer questions II. Written Essay-Individual (15%) (with Pass, Merit and Distinction criterion accessible by students) III. Mini Clinical Research-Teamwork (10 %) (with Pass, Merit and Distinction criterion accessible by students) IV. Midterm examination (25%) The final exams will be offered in Greek & English	

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Murry, T., Carrau, R. (2014). *Κλινική διαχείριση των διαταραχών κατάποσης: Δυσφαγία σε παιδιά και ενήλικες.* (Μετ.). Βιρβιδάκη, Ε., Μεσσήνης, Λ., Ταφιάδης, Δ. Πάτρα: Gotsis. **Κωδικός Βιβλίου στον Εύδοξο: 32998573 [Προτεινόμενο Σύγγραμμα]**

- Rosenbeck, J. C., Jones, H. N. (2013). *Δυσφαγία στις κινητικές διαταραχές*. (Μετ.). Σδράβου, Κ., Τέγου, Τ., Μακρή, Γ. Πάτρα: Gotsis. **Κωδικός Βιβλίου στον Εύδοξο....**
[Προτεινόμενο Σύγγραμμα]
- Arvedson, J. C., Brodsky, L., & Lefton-Greif, M. A. (2019). *Pediatric Swallowing and Feeding: Assessment and Management*. San Diego: Plural Publishing.
- Daniels, S. & Huckabee, M. L. (2008). *Dysphagia Following Stroke (Clinical Dysphagia)*. San Diego: Plural Publishing.
- **Saitoh, E., Pongpipatpaiboon, K., Inamoto, Y., & Kagaya, H.** (2017). *Dysphagia Evaluation and Treatment: From the Perspective of Rehabilitation Medicine*. Berlin: Springer.

Related academic journals:

- ***Dysphagia***
<https://link.springer.com/journal/455>
- ***Journal of Pediatric Gastroenterology and Nutrition***
<https://journals.lww.com/jpgn/pages/default.aspx>
- ***Journal of Rehabilitation Medicine***
<https://www.medicaljournals.se/jrm/>
- ***American Journal of Physical Medicine and Rehabilitation***
<https://journals.lww.com/ajpmr/pages/default.aspx>
- ***Clinical Pediatrics***
<https://journals.sagepub.com/home/cpj>