

## SLTH 32443 Pediatric Dysphagia and Its Management

Status	Optional (SLT)
No of Hours	45 hours
No of Credits	3
Learning Outcomes	<ul style="list-style-type: none"><li>• Describe the anatomy and physiology pertinent to the swallowing mechanism and identify the differences between a child's and an adult's anatomy.</li><li>• Outline the normal development of eating and drinking in children.</li><li>• Describe the main causes and features of eating and drinking difficulties in children, including medical consequences of poor feeding.</li><li>• Explain the importance of positioning, appropriate utensils, textures and tastes, environmental factors, carer's behaviour and developmental factors in babies and children's development of eating and drinking skills.</li><li>• Describe basic low tech procedures for assessment of eating and drinking skills for babies and children.</li><li>• Describe the procedure, purpose and significance of videofluoroscopy and cervical auscultation as an assessment option for children with possible dysphagia.</li><li>• Describe and carry out a safe and theoretically sound assessment procedure for evaluation of feeding and swallowing in children with support of a therapist.</li><li>• Differentiate between motor and sensory feeding difficulties in babies and children and describe how intervention approaches may differ in these two client groups.</li><li>• Describe a range of intervention approaches and techniques for babies and children with eating and drinking difficulties including sensory feeding difficulties and Gastro Oesophageal Reflux (GOR).</li><li>• Explain how eating, drinking and swallowing problems may impact on the nutritional status of children.</li><li>• To understand the need for non-oral feeding in children and the roles of speech and language therapists as members of the multi-disciplinary team.</li><li>• To appreciate local guidelines and research evidence as well as critically evaluate the current evidence-base in dysphagia assessment and management in children.</li><li>• <b>Students will be able to outline a dysphagia management plan for children with swallowing difficulties.</b></li></ul>
Method of Teaching and Learning	Lectures and field work (30 h)
Module Content	<b>Unit 1: Anatomy and physiology related to swallowing</b> The anatomy and physiology of the breast and breast feeding

Anatomy of the 'normal swallow'

Differences between a child's and adult's anatomy-related to swallowing

Essential physiologic requirements of 'normal swallowing'

Neural regulation of swallowing

Phases of swallowing

Features and causes of swallowing difficulties in children

## **Unit 2: Typical development of eating and drinking in children**

Newborn oral motor reflexes

Typical development of oro-motor skills

The link between physical development and eating and drinking skills

## **Unit 3: Assessment of dysphagia**

Assessment considerations

Oral motor examination and cranial nerve function

Low-tech procedures

Screening protocols

Clinical bedside examination

Feeding observation schedules

Cervical auscultation

Considerations for referral for instrumental assessments

Videofluoroscopy

Fibreoptic endoscopic evaluation of swallow/Modified Barium swallow

Advantages and disadvantages of instrumental and non-instrumental/low-tech assessments for the local context

Effects of medication on swallowing

Gathering assessment findings from the Multi-Disciplinary Team

Assessment of the feeding environment

## **Unit 4: Management options**

Basic principles

Compensatory strategies

Intervention strategies

Communication at mealtimes

Evidence based intervention methods and priorities

Multi-disciplinary team (MDT) perspectives

Collaborating with Physiotherapists, Occupational Therapists, Dietitians, Psychologists and other members of the MDT

Ethical considerations

Socio-cultural considerations

Special focus on malnutrition, nutrition and hydration

Special focus on local texture modification guidelines and dietary and cultural considerations

Non-oral feeding options

Management of drooling and dental hygiene

Considerations related to the school setting

## **Unit 5: Dysphagia in clinical populations**

Cardiac conditions

	<p>Gut conditions</p> <p>Neurological conditions- focus on cerebral palsy and syndromes</p> <p>Complex metabolic needs</p> <p>ENT needs including cleft-lip palate, structure formation, trachaeosophageal fistula and tracheomalacia</p> <p><b>Unit 6: Contemporary discussions in paediatric dysphagia</b></p> <p>Local policies and guidelines</p> <p>Local evidence-base</p> <p>Current international evidence-base practice guidelines</p> <p><b>Methods of Teaching and Learning:</b></p> <p>Lectures</p> <p>Small group activities</p> <p>Classroom discussions and debates</p> <p>Self-directed learning activities</p> <p>Practical sessions under supervision</p> <p>Concurrent speech and language therapy clinical placements at schools and centres</p> <p>Tutorials</p> <p>Video-recorded swallow studies</p>
Assessment	<p>Client study (40%)</p> <p>Video-based written examination (60%)</p>