



Course syllabus for

Dysphagia, 4.5 credits

Dysfagi, 4.5 hp

This course syllabus is valid from spring 2019.

Please note that the course syllabus is available in the following versions:

Spring2019 , [Spring2020](#) , [Spring2021](#) , [Spring2022](#)

Course code	2LG092
Course name	Dysphagia
Credits	4.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Speech and Language Pathology
Level	G2 - First cycle 2
Grading scale	Pass, Fail
Department	Department of Clinical Science, Intervention and Technology
Decided by	Education committee CLINTEC
Decision date	2018-10-16
Course syllabus valid from	Spring 2019

Specific entry requirements

For admission to semester 6, it is required that students may lack no more than 15 credits from preceding semesters within the Study Programme in Speech and Language Pathology. In addition, a Pass grade on the following courses on semester 2 is required: Early Communication and Feeding Disorders as well as Medicine 2: Pathology, Speech and Voice Physiology and Audiology.

Objectives

On completion of the course, the student should be able to:

- Account for the normal physiology of swallowing across the lifespan
- Identify signs and symptoms of dysphagia and relate them to different diseases
- Differentiate between different forms of dysphagia
- Analyse the aim and structure of different assessment instruments and analytical methods for dysphagia according to The International Classification of Functioning, Disability and Health (ICF).
- Suggest and motivate intervention for dysphagia based on evidence and ethical considerations

Content

The course includes basic facts about the occurrence, aetiology and pathogenesis of dysphagia. The normal swallowing process and its development across the lifespan is discussed, as well as how saliva production and other odontological factors influence eating and deglutition function. Further, the symptomatology of different forms of dysphagia is described, e.g. oropharyngeal and esophageal dysphagia, as well as differential diagnoses in the area. Methods for assessment and intervention related to function, participation and activity as well as personal and environmental factors are presented. Ethical issues relevant to this area are also discussed, e.g. intervention in the end of life stage and intervention for patients that cannot give consent as well as equal treatment aspects.

Students' descriptions of early feeding situations from child observations (part of Professional Skills) are discussed in relation to theoretical knowledge of early eating development.

Teaching methods

Lectures, seminars, laboratory sessions, individual and group practical exercises. Learning activities with compulsory attendance are specified in the course timetable. In case of absence from a compulsory activity, the student is responsible for contacting the course coordinator for a complementary assignment. The course coordinator decides if and how absence from compulsory learning activities can be compensated.

Until the student has participated in the compulsory parts (or compensated any absence with assigned tasks in accordance with instructions from the course coordinator) the final study results cannot be reported. Absence from a compulsory activity may result in this element cannot be completed until the course is given the next time.

Examination

Written take-home examination.

In case of failed result, students may submit supplementary answers to the examination. Should the failed result remain after supplementary answers, students are allowed to take five further examinations. The second examination is the following regular examination in the course.

Transitional provisions

Examination can be carried out according to an earlier literature list during a period of one year after the date of a renewal of the literature list.

Examination will be provided during a period of one year after a possible closing of the course.

Other directives

Teaching in English can occur.

Course evaluation will be carried out according to the guidelines established by the Board of Higher Education.

Literature and other teaching aids

Ekberg, Olle.

Dysphagia : Diagnosis and Treatment

Berlin, Heidelberg : Springer Berlin Heidelberg, 2012. - XIX, 615 p. 65 illus., 15 illus. in color.

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