

Dysphagia Assessment and Treatment Planning Workbook

A TEAM APPROACH

Fourth Edition

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Third Edition

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Introduction

After teaching Dysphagia for 14 years at the University of Arizona, I find that the common denominator across every semester save my last one was a desire for a textbook and course format that integrated fundamental information about anatomy and physiology of the aerodigestive tract into clinically relevant knowledge needed to problem-solve the diverse range of individuals with feeding and swallowing problems. After using several textbooks that did not fully meet my needs, I found the Leonard and Kendall textbook and discovered that it contains nearly every element needed for training speech-language pathologists in dysphagia. I implemented the second edition of the Leonard and Kendall textbook in my graduate course on Dysphagia and found the magical combination of basic fundamentals as well as evidence-based models of interdisciplinary clinical practice. The contributions from every professional on the University of California–Davis (UCD) Voice, Speech, and Swallowing team added the necessary contribution of information from professionals in otolaryngology, nursing, dietary, speech-language pathology, and gastroenterology. The textbook also integrates a synopsis of the most recent and relevant literature about deglutition to propose evidence-based methods of assessment and treatment approaches. This continuity of update and revision to incorporate the latest evidence-based approach continues to be a unique contribution of the most recent edition of the Leonard

and Kendall textbook, *Dysphagia Assessment and Treatment Planning*.

This workbook was previously created to facilitate retention and improved application of content within the *Dysphagia Assessment and Treatment Planning* textbook. Based on feedback received by prior users of the workbook in academic classrooms, we have added course-friendly materials and online media for students and instructors on a PluralPlus companion website. Lecture materials are now provided when the textbook is adopted for a Dysphagia course. The workbook mirrors the *Dysphagia Assessment and Treatment Planning* textbook's reorganization of chapters. The format of the workbook also maintained the prior student-friendly approach for facilitating retention and application of information contained within the textbook. In addition, the workbook now provides a separate set of quiz/exam questions for each textbook chapter for use by course instructors. The prior workbook material providing instruction on qualitative and quantitative approaches to analyzing videofluoroscopic studies are now updated and available online.

We hope that the incorporation of online materials for the textbook and workbook provides improved instructional course materials and clinically relevant approaches for learning assessment and treatment approaches to dysphagia.

Acknowledgments

The authors gratefully acknowledge the contributions of colleagues at the UCD and at the University of Arizona who initially provided feedback on several of the original chapter materials developed for use in the workbook. Julie Barkmeier-Kraemer is also grateful to those providing feedback directly and indirectly regarding the use of the original workbook in an academic dysphagia course. Without this feedback, the ideas for the current range of course-based online materials would not have occurred. The co-authors of the textbook, Drs. Rebecca Leonard and Katherine Kendall, continue to be a source of inspiration by setting a standard for incorporat-

ing evidence-based practice and interdisciplinary expertise within their textbook. Their textbook offers one of the only such models of dysphagia practice that implements the recommended standard of care within a medical setting. I am honored to offer this supplementary set of learning materials to complement their superb model of dysphagia assessment and treatment. Finally, thank you to my husband and children for your unending understanding, patience, and support during the many hours spent developing the materials for this workbook as well as enforcing a well-balanced life.

Multimedia List

Chapter 4

Video 4–1. FEESPT1

Video 4–2. FEESPT2

Chapter 8

Video 8–1. BOLTRANSITSWALLGESTTIMING

Video 8–2. YngEldSwallow

Video 8–3. BCR

1

Anatomy and Physiology of Deglutition Questions

1. Define the following terms.

a. Deglutition

b. Feeding

c. Mastication

d. Swallowing

e. Bolus

f. Aspiration

g. Laryngeal penetration

h. Residue

i. Dysphagia

2. Match the following physiologic descriptions to their respective phase of deglutition.

- A. Preparatory
- B. Oral
- C. Pharyngeal
- D. Esophageal

_____ Propulsion of the bolus into the pharynx

_____ Mastication of the bolus

_____ Transportation of the bolus through the esophagus to the stomach

_____ The bolus is mixed with saliva

_____ Transportation of the bolus through the pharynx into the esophagus

_____ Airway closure occurs associated with cessation of respiration

_____ The soft palate begins to elevate as the posterior tongue depresses

_____ Bolus propulsion occurs through coordinated peristaltic contraction of both smooth and striated muscle

3. The skeletal framework that supports mastication includes all of the following bones

EXCEPT the

- a. mandible.
- b. maxilla.
- c. palatine.
- d. frontal.

4. The bony nasal septum is formed by these bones (fill in the blanks).

a. _____

b. _____

5. Match the phases of deglutition listed below with the correct image in Figure 1-1.

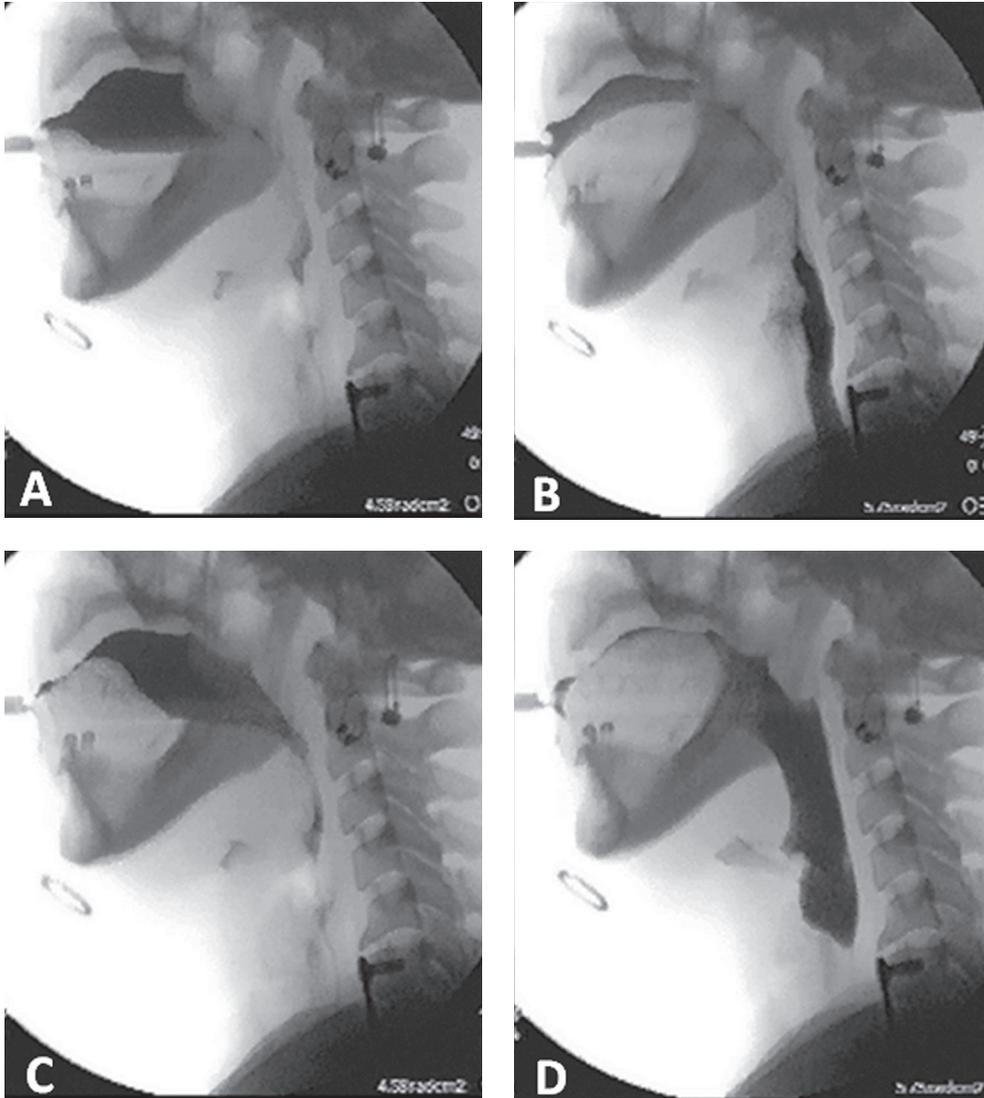


Figure 1-1

_____ Preparatory

_____ Pharyngeal

_____ Oral

_____ Esophageal

6. The floor of the nasal cavity is formed by these bones (select all that are correct).
- a. Ethmoid
 - b. Nasal
 - c. Palatine
 - d. Maxilla
7. The middle and superior conchae provide the lateral nasal skeletal framework for the middle and superior turbinates that extend into the nasal cavity from this bone.
- a. Sphenoid
 - b. Maxilla
 - c. Ethmoid
 - d. Palatine

8. Identify all of the skull bones comprising the cranium.

9. Identify the only mobile facial bone of the skull and the name of its joint.

10. Identify the cervical vertebrae typically associated with the location of the upper esophageal sphincter.

11. Identify all of the facial bones that form the skeletal framework for the oral cavity.

12. Identify the bone and particular portion of that bone through which the receptor organs for smell pass into the olfactory nerve.

13. Identify the muscles in Figure 1-2.

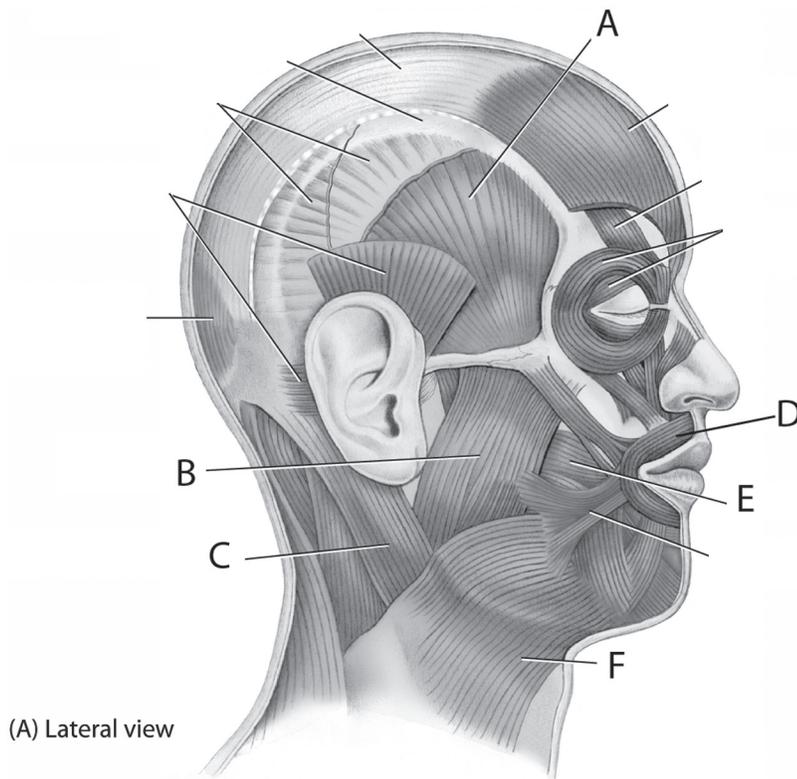


Figure 1-2

A _____

B _____

C _____

D _____

E _____

F _____

14. Identify the structures in Figure 1-3.

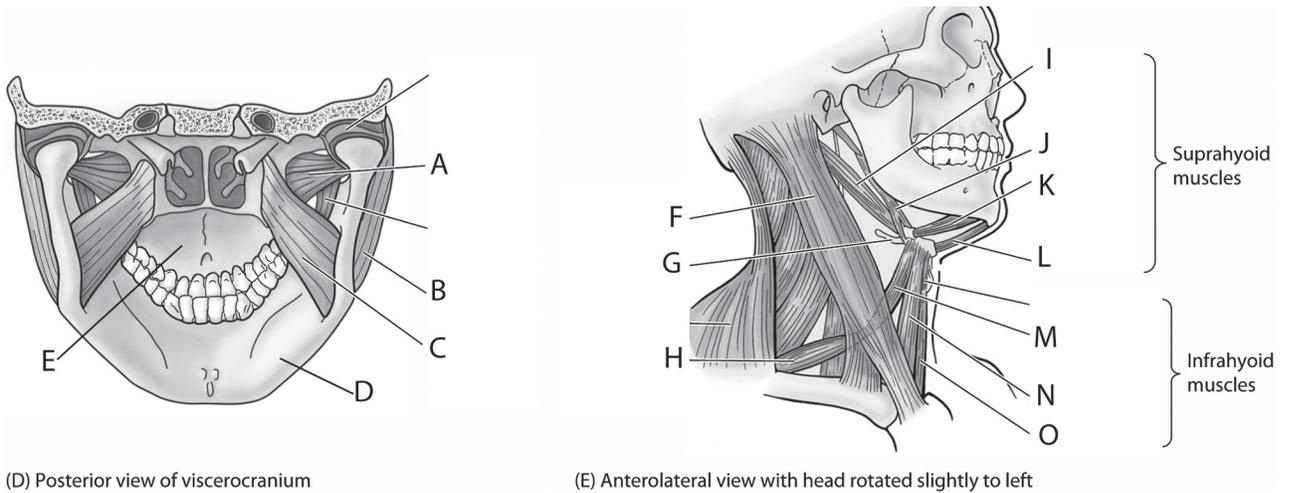


Figure 1-3

- A _____
- B _____
- C _____
- D _____
- E _____
- F _____
- G _____
- H _____
- I _____
- J _____
- K _____
- L _____
- M _____
- N _____
- O _____