INTRODUCTION

An information-rich videofluoroscopic assessment can help clinicians determine which components of the complex oropharyngeal swallow need to be targeted for intervention. Visualizing all of the elements that contribute to a well-integrated or disordered swallow mechanism requires an ordered and disciplined review. This video course demonstrates methods to enhance clinicians’ ability to perform a videofluoroscopic assessment and discern the discrete elements of the oropharyngeal swallow. Participants then practice determining the integrity or disorder of the swallow mechanism by viewing and interpreting case study video.

LEARNING OUTCOMES

You will be able to:

- perform a videofluoroscopic swallow assessment in a way that will yield the greatest amount of visual information to reveal integrity or disorder of the swallow mechanism
- prepare for an ordered review of the recorded images from the imaging study
- visually isolate the simultaneous movements and events into discrete elements that contribute to the integrity or disorder of the swallowing mechanism

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PROGRAM HISTORY AND IMPORTANT INFORMATION

Live recording date: December 19, 2016
Peer reviewed: August 20, 2017
End date: August 20, 2020

To earn continuing education credit, you must complete the learning assessment on or before August 20, 2020.

ASHA Self-Study 16407
To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.3 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006