Addressing Swallowing in a Fluctuating Health Care Environment

INTRODUCTION

Speech-language pathologists working in health care are faced with many challenges, including an ever-changing reimbursement and regulatory landscape and varied patient population. These challenges require ongoing education and training, as well as knowledge of evidence-based practices and appropriate roles and responsibilities. This self-study addresses issues that SLPs working with dysphagia need to consider so that they can help their patients achieve the best possible clinical outcomes. The course begins with a discussion of the role of the SLP in addressing cough and then delves into a further discussion of sensory processing and how that may affect swallowing. It continues with a detailed description of issues the SLP must consider in long-term care settings and when providing palliative care. SLPs working with individuals with dysphagia can use this information to improve services and advocate for their role in the challenging health care environment.

LEARNING OUTCOMES

You will be able to:

- discuss the role of the SLP in evaluating and treating cough disorders
- describe the evidence for the use of altered sensory input on swallowing function
- discuss issues that affect swallowing management in the long-term care setting
- explain the roles and responsibilities of SLPs addressing dysphagia in the palliative care environment

CONTENTS

SLPs Role in the Evaluation and Treatment of Cough Function, by Karen Hegland and Christine Sapienza .......................................................... CE-1

Clinical Consideration of Oral and Related Sensory Processing and Dysphagia, by Katherine Krival ................................................................. CE-10

Managing Dysphagia in Long-Term Care Settings: Clinical Considerations, by Luis Riquelme ................................................................. CE-23

Clinical Decisions Regarding Dysphagia with Patients and Palliative Care, by Jo Punti-Sheltman ................................................................. CE-34
PROGRAM HISTORY and IMPORTANT INFORMATION

Originally published and offered for ASHA CEUs as ASHA SIG 13 Perspectives, Vol. 22, No. 3, November 2013. More information on ASHA’s 19 Special Interest Groups (SIGs) is available at http://www.asha.org/SIG/join/.

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To earn continuing education credit, you must complete the test with a passing score on or before November 11, 2020.

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 0.2 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