

MACMHB

State Training Guidelines Workgroup

Training/Curriculum Recommendations

The intent of this Training Guideline is for the development and presentation of training content. Curricula based on this guideline will contribute to statewide training quality, uniformity, and reciprocity.

Topic: *Assisting People with Eating and/or Swallowing Difficulties*

Defining Paragraph (Vision, Boundaries, Overall Outcome Statement):

Some individuals have special needs related to eating and swallowing. Staff providing services to these individuals must be aware of each person's specific needs and know how to safely provide assistance with each person's meals. Along with safety and nutritional needs, the staff should be mindful of the social, cultural, and celebratory aspects of food when providing assistance to everyone, regardless of the complexity of their needs.

Definitions:

Content – These are a listing of the areas covered in the subject.

Outcomes/Competencies – These are statements about what participants will be able to do as a result of having participated in the course.

Outline – A suggested approach to meeting Outcomes/Competencies.

These three are interrelated, but not necessarily a one-to-one relationship.

Content:

1. Dysphagia—what it is and common causes
2. Five stages of swallowing- pre-oral, oral preparatory, oral, pharyngeal and esophageal
3. Food textures and consistencies and their effect on chewing and swallowing
4. Adaptive equipment that increases eating independence
5. Special diets including textures, consistencies, allergies, etc.
6. Unsafe eating practices
7. Safe positioning techniques for persons with dysphagia

Specific training for individuals with feeding tubes:

1. Set up and monitor an individual who uses a feeding tube, following the therapist and/or dietician's plan of service and the nursing plan of care.
2. Complications regarding the use of a feeding tube such as tube insertion site, rate of flow, etc.

Outcomes/Competencies:

1. Identify at least three examples of diagnoses or reasons for a swallowing disorder
2. Distinguish among the five stages of swallowing- pre-oral, oral preparatory, oral, pharyngeal and esophageal
3. Identify food textures and consistencies that pose potential swallowing challenges
4. Identify several types of adaptive equipment that increase eating independence
5. Identify and demonstrate the correct usage of adaptive equipment and utensils for persons with eating and/or swallowing difficulties such as limited range of motion, hand tremors, decreased hand strength, swallowing challenges, sensitive teeth, etc.
6. Identify types of special diets including ground, pureed, soft and any liquid consistencies and restrictions
7. Describe and demonstrate safe positioning techniques for persons with eating and/or swallowing difficulties
8. List methods to use when: (a) assisting someone with cognitive and/or physical challenges, (b) monitoring the risk of choking such as rapid eating, pocketing food in mouth, etc. and (c) cueing an independent but slow eater
9. Document all food related issues and response to issue in appropriate location(s) (record, Incident Report, etc.)

Specific training for individuals with feeding tubes:

1. Demonstrate how to start and stop a meal delivered via a feeding tube
2. Demonstrate the ability to problem solve and maintain a correct flow rate as indicated in the nursing plan of care
3. Identify and report the signs of an irritated or infected tube site

Outline/Recommendations:

Lecture/discussion of basic objectives

Video showing the fluoroscopy of normal swallowing and contrasting swallowing difficulties

Demonstration of adaptive equipment and opportunities for hands on trials

Opportunity to sample modified foods and liquids

Trainer Qualifications:

Check all that apply, be specific (years, degree, skills, etc):

- College Degree: Speech/Language Pathologist, OT, or Dietary Sciences Preferred
- License: RN, LPN for use of feeding tube preferred
- Years' Experience (please specify below):
- Documented Skill Set:
- Training Experience: Prefer one-year experience or guidance from Professionals listed above
- Trainer in Adult Learning Styles/Methods:
- Other:

Specified experience:

One-year direct experience in assessment and treatment of individuals with eating and swallowing difficulties. In addition, while the qualifications listed are preferred, an experienced trainer with guidance from one of the professionals listed may be possible.

Length of Training:

2.0 hours for initial training
1.5 to 2 hours additional for specialized training in tube feeding

Format:

The acceptable format(s) for the class:

- Blended Learning (Online + Instructor-Led)
- Instructor-Led Class
- Instructor-Led Webinar
- Online Course
- Other (specify):

Teaching Methods:

These are the best teaching methods for teaching course content. Additional methods may also enhance learning.

- Individual
- Classroom/Group
- Lecture
- Group Discussion
- Skills Practice
- Return demonstrations
- Activities
- Videos, supplemental to other teaching methods
- Online Activities
- Individual Assignments
- Homework assignments
- Case Study
- Other (specify):

Method of Assessment:

How to measure entry-level competency in this course.

- | | | |
|-------------------------------------|----------------------|----------------------------|
| <input checked="" type="checkbox"/> | Written Test | Performance Indicator: 80% |
| <input type="checkbox"/> | Return Demonstration | Performance Indicator: |
| <input checked="" type="checkbox"/> | Online Test | Performance Indicator: 80% |
| <input type="checkbox"/> | Skill Sheet | Performance Indicator: 80% |
| <input type="checkbox"/> | Other: | |

*Online Test encompasses Review questions anchored within the training and/or an online test after the class

Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators
- Community Living Supports (CLS)
- Pre-Voc Skill Building / Supported Employment (ie. Competitive Employment, volunteer)
- Non-Voc Skill Building
- Supported Living staff
- Adult Foster Care staff
- Respite Service staff
- Self-Determination staff
- In-Home service staff (children's program)
- Foster Family Group Home staff
- Child-caring Institutions (Children's Group Home) staff

- As identified in the Individual's Person Centered Plan
- Other employee group (specify): As per the IPOS

Frequency:

It is recommended the content be reviewed/retaken.

- Initial & as needed
- Initial & Annual
- Initial & Every two (2) years
- Initial & Every three (3) years
- As directed by the Individual Plan of Service
- As needed:
- Other:

Additional Comments:

Can be taught in conjunction with Nutrition and/or Health

Suggested video available from Therapy Skill Builders
Online video "Swallow: A Documentary – Dysphagia"

References/Legal Authority:

- 1) MCL 400.710(3)
- 2) R330.1801 et.seq
- 3) Prevailing State Guidelines and Practice Protocols
- 4) Swallow: A Documentary - Dysphagia

Note: If training is for an adult foster care, facility/home adult foster care staff must also comply with the adult foster care administrative rules. In addition, in those situations where the contents of the training conflict with an administrative rule, the rule prevails.