

| Unit Title: Support Individuals to Manage Dysphagia | |
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| Level: | Three |
| Credit Value: | 5 |
| GLH: | 35 |
| OCNLR Unit Code: | PA1/3/LQ/089 |
| Ofqual Unit Reference Number: | R/508/4036 |

This unit has 5 learning outcomes

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
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| <p>The learner will:</p> <ol style="list-style-type: none"> Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines. Understand how dysphagia affects individuals. | <p>The learner can:</p> <ol style="list-style-type: none"> Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia. Describe why individuals with dysphagia should be encouraged to promote their own health and wellbeing. Describe the types of skill development activities that can be carried out with individuals to help them develop swallowing skills. <ol style="list-style-type: none"> Describe the main clinical causes of dysphagia. Outline how to recognise the main types of dysphagia. Identify major risks and secondary difficulties associated with dysphagia. Describe the anatomy and physiology relevant to maintaining a safe swallow. Explain how an individual's ability to swallow is affected by: <ul style="list-style-type: none"> • sensory impairment • loss of bodily function • loss of cognition. Explain how to provide a suitable environment for affected individuals. |

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| <p>3. Know the importance of nutritional intake for individuals with dysphagia.</p> | <p>3.1. Describe the impact of oral intake on nutrition for an individual with dysphagia.</p> <p>3.2. Describe safe practices with regard to preparing oral intake.</p> <p>3.3. Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia.</p> |
| <p>4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes.</p> | <p>4.1. Confirm the individual's identity and gain valid consent prior to carrying out the therapy programme.</p> <p>4.2. Explain the skill development activities to the individual/carer.</p> <p>4.3. Support the individual's active participation with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice.</p> <p>4.4. Provide oral intake in the consistency and appearance outlined in the individual's care programme.</p> <p>4.5. Provide the individual with sufficient time to practice newly developed skills.</p> <p>4.6. Provide the individual/carer with information and advice, as instructed by the specialist, in regards to self-management.</p> |
| <p>5. Be able to provide information to colleagues regarding individuals' treatment.</p> | <p>5.1. Update records regarding the support provided, in line with local policy and protocol.</p> <p>5.2. Provide feedback to the individual's therapist and care team to aid future care planning.</p> |

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

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| Case Study | | Project | |
| Written question & answer/test/exam | O | Role play/simulation | |
| Essay | O | Practical demonstration | P |
| Report | | Group discussion | |
| Oral question and answer | O | Performance/exhibition | |
| Written description | O | Production of artefact | |
| Reflective log/diary | | Practice file | |