

TRAINING PLAN – Dysphagia

[Support Staff Name]	
[Trainer (RN) Name and AHPRA number]	
Training undertaken for -Details of Participant	Name: Address: DOB:
Declaration by trainer: I have provided training on each element described below and deem this worker (tick one box): <input type="checkbox"/> Competent <input type="checkbox"/> Requiring further training <i>(describe specific areas for follow up at end of this document)</i>	Signature of trainer: Date:
Skills	Knowledge
Prepare to deliver support	Prepare to deliver support
<ul style="list-style-type: none"> Understands the support plan, confirms it is the correct and current plan for the participant, and checks the participant’s specific support requirements for example, food or fluid needs, preparation techniques, safe feeding strategies and feeding equipment. Checks with the participant on their expectations, capacity and preferences for being involved in the delivery of support. Checks with the participant on their preferences for communication, including the use of devices and/or methods. Communicates with the participant using participant-specific communication strategies, communication aids, devices, or resources, including resources in the participant’s preferred language. Supports the participant to explore ways to enjoy mealtime and feeding, for example, timing, frequency, choice of environment and social company. Prepares for hygiene and infection control. 	NDIS Code of Conduct and Practice Standards. <ul style="list-style-type: none"> The role of high intensity supports in supporting participants to lead the life they choose. Understanding common communication supports, for example, assistive technologies, alternative and augmentative communication, communication devices. Principles of infection control and personal hygiene, for example, hand washing, disinfecting, and use of appropriate Personal Protective Equipment (PPE) such as gloves. The role of food and meals in supporting good health, culture and social connection. Scope of worker responsibilities, including supervision and delegation arrangements.

<ul style="list-style-type: none"> • Checks that required equipment and consumables are available and ready for use 	<ul style="list-style-type: none"> • Roles and responsibilities of others involved in supporting the participant at mealtimes including carers, health practitioners and other workers. • Features of a safe environment for working and supporting a participant with dysphagia.
<p>Skills</p>	<p>Knowledge</p>
<p>Implement the support plan</p>	<p>Implement the support plan</p>
<p>Checks with the participant for any specific factors or adjustments needed at the time support is provided.</p> <ul style="list-style-type: none"> • Follows hygiene and infection control procedures and safe food handling. • Supports the participant with menu and meal planning. • Delivers support in ways that are least intrusive or restrictive and that fit into the participant’s daily routines and preferences. • Supports the participant to position themselves for feeding and checks they are ready for their meal. • Prepares and provides food and fluids of the required texture and tests the prepared food texture. • Supports the participant to enjoy their meal safely, using techniques such as use of feeding equipment and assistive technologies or other strategies for safe eating documented in the support plan, and providing reminders about safe rate of eating, or a safe amount of food in each mouthful if required. • Identifies and immediately informs an appropriate health practitioner of risk indicators such as swallowing or breathing difficulties. • Supports the participant with oral hygiene consistent with the support plan. • Monitors and records information required by the support plan. • Works collaboratively with others to ensure continuity and effective delivery of support. 	<p>Basic anatomy of swallowing and respiratory system.</p> <ul style="list-style-type: none"> • Relationship between swallowing, the digestive system, nutrition, and dysphagia support. • Basic understanding of dysphagia and related factors that can make eating difficult such as mouth and dental problems, reflux, breathing difficulties, poor appetite, food intolerance, tiredness, poor health, and some types of PRN medication. • Signs and symptoms of dysphagia including coughing whilst eating or drinking, regurgitation of food or drink. • Principles for infection control and hygiene, for example, hand washing, disinfecting the environment, use of gloves. • Purpose and methods for positioning to assist swallowing. • Common aids and adaptive equipment used by people who have severe dysphagia, such as eating and drinking utensils. • Up-to-date first aid knowledge and techniques for suspected choking including how to promptly identify choking and clear airways of food. • Knowledge of food and fluid preparation requirements set out in the International Dysphagia Diet Standardisation Initiative (IDDSI). • Basic understanding of risks associated with taking medication and the importance of ensuring medication is delivered at an appropriate consistency. • Risks of poor oral health and how these can affect people with dysphagia, such as risk of aspiration and pneumonia.
<p>Skills</p>	<p>Knowledge</p>
<ul style="list-style-type: none"> • Actively involves the participant in their support, as outlined in their support plan and to the extent they choose. 	<p>Understanding of the Australian Dietary Guidelines for Healthy Eating and applying these to menu planning.</p> <ul style="list-style-type: none"> • When and how to involve or get advice from the appropriate health practitioner. • Reporting responsibilities, including handover, recording observations and incident reporting.

Review support	Review support
<ul style="list-style-type: none"> • Checks with the participant to discuss any changes needed to the dysphagia support they are receiving. • Checks in with the participant if they enjoyed their meal. • Identifies, documents and reports information where a support plan is not meeting a participant’s needs. • Supports the participant to provide feedback and request changes to their support plan as required. 	<p>Procedures and responsibilities for requesting review of dysphagia support</p>

If further training/demonstration of competency required – please list specific elements for follow up here:

- 1.
- 2.
- 3.
- 4.
- 5.