RCSLT South Central Hub Day

3 April 2019
#SCSLTHub
Dysphagia (adults)

Louise Borjes, Project Coordinator, RCSLT
Aims of this session

1. To give a high level summary and update on RCSLT dysphagia work
2. To discuss feedback on key issues and potential actions

Workshop

1. Peer discussion and identifying opportunities for joint actions
2. Identifying actions for RCSLT to consider
High level summary and update
Developing a system wide approach

- Joint symposiums – resulted from a patient safety alert 2015
- Establishment of task and finish groups
  - Raising awareness
  - Workforce
  - Guidance and resources
  - Evidence and data collection
Where are we now?
Member engagement

- National event June 2018 to support regional and local events to improve dysphagia management and outcomes
- Focused on adult services
- Covering the four work streams
- Aims and objectives:
  - To identify the role of the SLT profession to support system change and improve patient outcomes
  - To support SLTs to engage key stakeholders in system change
Where are we now? Partnership with others

- Evidence and data collection:
  - NCEPOD
- Raising Awareness
  - Swallowing Awareness Day 2019
- Workforce
  - Interprofessional Dysphagia Framework
- Guidance and resources
  - IDDSI Implementation
  - Management of dysphagia in Care Homes
  - Patient Safety Alert (NHS I, BDA and RCSLT)
Inter-professional Dysphagia Framework (IDF)

- **What is it?**
  - The IDF is an assessable competency framework, applicable to different settings across the UK

- **Who is it for?**
  - Registered healthcare professionals
  - Non-registered staff working in healthcare
Inter-professional Dysphagia Framework (IDF)

- Why are we updating it?
  - Healthcare system has changed since publication
- Who is involved?
  - RCSLT, government bodies, expert SLTs
- Who is funding this?
  - HEE and PHA NI
- What else are we doing?
  - Identification of additional guidance
Inter-professional Dysphagia Framework (IDF)

- Consultation extended till 26 May
- 110+ people have responded so far
  - a range of professions, settings and locations
- Working to secure endorsement from other professional bodies

Find out how to take part and spread the word!
THE INTERNATIONAL DYSPHAGIA DIET STANDARDISATION INITIATIVE

DR BEN HANSON
UNIVERSITY COLLEGE LONDON
IDDSI BOARD MEMBER
SAFETY AND QUALITY OF LIFE

A common language to improve consistency and quality

Dr Kathy McLean, executive medical director at NHS Improvement, said: "Vulnerable patients have died or been harmed because there is confusion in the way people describe what type of food is suitable for those with swallowing or chewing difficulties.

NHS Improvement now wants all NHS staff to use clearly categorised food textures - as published by the International Dysphagia Diet Standardisation Initiative - to make sure patients are fed safely and correctly according to their individual needs.
WHERE IS IDDSI FROM?

International best practice and web-based surveys

Multidisciplinary, international volunteer board

Scientific research
THE IDDSI FRAMEWORK

Copyright: The International Dysphagia Diet Standardisation Initiative 2016
@ https://iddsi.org/framework/

Used with permission from IDDSI
HOW TO USE IDDSI (Making IDDSI work for you)

1. IDDSI is a *language*, not a *law*
   A *tool*, not a *textbook*
   **Clinical judgement remains key!**

2. Texture measurements: *when & where* to use them

3. Level 7 *Easy to Chew*
1. TRAINING & EDUCATION

Create, re-use, share resources: www.iddsi.org
2. OBJECTIVE MEASUREMENTS

How thick is “thick”? How soft is “soft”? How small is “small”?

IDDSI includes specific measurements, not personal judgement.

• It’s possible to use these any time...
  ...but testing won’t be needed every time!

• Tests are most useful for:
  • Initial staff training
  • Auditing
  • Industry use to develop & test products
  • Kitchen use to develop & test recipes
What does “large” mean?

Do we agree how thick is “thick”?

What is stage 1?

Brand A

LIQUIDS: From UK National Descriptors to IDDSI

Subjective, estimated

The categories were not clearly defined.

“Needs to be taken with a spoon…”

Objective, measured

The IDDSI Levels are defined by measurement using the flow test for Levels 0-3 and the spoon/fork tests for Level 4.

The descriptors broadly match the IDDSI levels 0-4. But descriptors are subjective, not specific.

LIQUIDS: From UK National Descriptors to IDDSI

Brand B

What is stage 2?
3. LEVEL 7 EASY TO CHEW (L7EC)

- International survey in Sep/Oct 2018, and discussion since.
  - “Easy to Chew” preferred.
  - Sub-set of Level 7, not Level 6.
  - Many UK colleagues are keen not to exclude L7EC from individuals with dysphagia.

- IDDSI.org to be updated with L7EC information and guidance. User handouts online already (for all levels)

- Clinical judgement is paramount.
- If an individual is not safe to eat L7 unsupervised, then this L7EC by itself does not mitigate that risk.
- L7EC could be used as part of a supervised rehabilitation programme, or for assessment.
  - In fact it is necessary in many of those situations
  - But only under clinical supervision
IDDSI - A joint approach to implementation

- RCSLT & BDA part of the IDDSI UK Expert Reference Group
- Consulted with expert advisors and membership to inform decision to adopt IDDSI
- Implementation to take place April 2018 – April 2019
- Guidance on RCSLT’s website https://www.rcslt.org/clinical_resources/dysphagia/dysphagia_diet
- Further resources on IDDSI’s website http://iddsi.org/
- RCSLT, BDA & NHSI worked together to issue a joint Patient Safety Alert on the term ‘soft diet’
- IDDSI Congress & Festival, Feb 2019
Concerns regarding implementation

- Level 7 Easy to Chew
  - Worked through Dr Ben Hanson and IDDSI have responded

- Paediatric dysphagia
  - Dr Ben Hanson is supporting work with manufacturers and members to resolve

- Implementation in the community and cross sector strategic approach
  - RCSLT encouraging members to share good practice
  - Guidance on website to support a strategic approach to local implementation
Paediatric dysphagia

- Carobel and IDDSI
  - As mentioned, Carobel (Nestle) have agreed to get their product IDDSI-aligned
  - Working with Dr Ben Hanson (IDDSI) and Louise Bax (GOSH)

- Paediatric specific guidance
  - Setting up working group
Current RCSLT dysphagia projects

- Interprofessional Dysphagia Framework – consultation live till 26 May

- Updating RCSLT’s online clinical guidance for dysphagia – still looking for peer reviewers
Workshop

1. Peer discussion and identifying opportunities for joint actions

2. Identifying actions for RCSLT to consider
Thank you!
RCSLT South Central Hub Day

3 April 2019
#SCSLTHub
Children’s Services Strategy
Project Update:
April 2019

Lorna Baxter, RCSLT Professional Guidance Manager
lorna.baxter@rcslt.org
Context

- **Bercow 10 years on**
- Scottish Government Action plan for breaking the intergenerational cycle of poverty

- Publication of **guidance document**

- Publication of position statements:
  - Assessment only services
  - Caseload management
  - Supporting access and engagement
The guidance

- Building a theory of change through conversations with members, parents/carers, other professionals
- Developing guiding principles
- The strategy: a two-pronged approach
- What happens now?
2019 overview

Webinar part 1
Placing children and young people at the heart of delivering quality speech and language therapy – an introduction to your guidance and how you can be involved

Webinar part 2
Placing children and young people at the heart of delivering quality speech and language therapy – involving children, young people and their parents/carers in decision-making

Sharing best practice
Bringing the guidance to life through best practice examples
Linking up with leadership mentors
All resources to be accessible on new RCSLT children’s services website/hub
Share available/existing resources e.g. through short videos
NB. RCSLT to develop evaluation criteria for best practice e.g. ensure it aligns with one or more of guiding principles

Workshops
Supporting members with implementation of guidance – how to apply the guiding principles to their service

Social media
Raising awareness
Signposting to events and resources

Learning journey TBC
To be developed later in the year once sufficient resources have been developed
Recent achievements

- Launch of children’s services **digital hub** – December 2018

- Public pages
- Member pages
  - Guidance
  - Learning
  - Evidence
  - Influencing
  - Contacts
Recent achievements

- **Webinar Part I** to introduce the children’s services guidance and digital hub – January 2019
- **Webinar Part II** on the importance of involving children and their parents/carers in decision-making (with National Network of Parent Carer Forums) – March 2019
What’s next?

- Ongoing collation and sharing of best practice
- Children’s services workshops to help members make best use of the guidance – April 2019 onwards
Workshop activity pilot

Reviewing the guiding principles to identify gaps

- In pairs/ small groups, you will be given one of the following high-level guiding principles:
  - Access to a needs-led service
  - Delivering quality services
  - Building effective partnerships
  - Demonstrating leadership

- Go through the detailed principles to assess which you are achieving in your service and where there are gaps – use a scale from 1 – 5 (with 1 being that you are not achieving the principle at all, and 5 that it is being fully achieved)

- If your service is achieving (or partially achieving) the principle, add examples/ evidence to demonstrate this and think about next steps

- If your service is not achieving the principle think about an action/next step you could take to help you work towards it

- Share your answers and ideas with the wider group
Feedback

- What worked?
- What didn’t work?
- Who would benefit most from this activity?
- Any other suggestions
Thank you!

- Are you using the guidance? Get in touch to let us know how!

- Are you aware of any examples of good practice taking place in children’s services that you think the RCSLT should know about?

For more information about this project please contact:

Lorna.baxter@rcslt.org
RCSLT South Central Hub Day

3 April 2019
#SCSLTHub
Public Health

South Central Hub 3rd April 2019
We will cover...

• The SLT role in public health
• Social prescribing – where does it fit?
• What more can I do to promote public health?
• Resources to help
Public Health definition

"The science and art of promoting and protecting health and well-being, preventing ill-health and prolonging life through the organised efforts of society."
Is public health a part of an SLT’s role?

- These responses from SLTs.
Discussion

What do you do that has a public health dimension?
A smorgasbord of interventions...

- Preventing future academic/social problems
- Rehabilitation
- Baby babble
- Awareness raising to support prevention
- Enabling self care
- Helplines
- Preventing hospital admissions
- Taxi driver test
- Patients reach their potential
- Voice care
- Signposting
- Training others
- Advocating
Four domains of public health: the Speech and Language Therapy role

- Helping people with speech, language and communication needs (SLCN) eg adults with learning disabilities, so they are able to understand their health choices eg smear tests, smoking, obesity, immunisation.
- People with communication difficulties are able to understand health services through accessible information.
- MDT working to prevent admissions and re-admissions, reducing hospital stays.
- Timely rehabilitation eg after stroke.
- Reducing admissions relating to dysphagia eg from care homes.
- Expanding the skills of other professionals in communication and swallowing needs.

- Children able to engage with education if communication needs addressed.
- Reduced health inequalities.
- Recognition of high proportion with SLCN in vulnerable groups, eg looked after children or in the justice sector, to ensure that their needs are met before they impact adversely on their education, life chances and wellbeing.

- People able to engage with “Making Every Contact Count” if communication needs addressed.
- Helping people with long term conditions maximise their SLCN and swallowing when their health conditions compromise them, eg post stroke, people with a learning disability or who have dementia.

Primary, Community and Integrated Care

Health protection

Wider determinants

Health improvement
Social prescribing – where does it fit?

“Social prescribing is a way for local agencies to refer people to a link worker. Link workers give people time, focusing on ‘what matters to me’ and taking a holistic approach to people’s health and wellbeing. They connect people to community groups and statutory services for practical and emotional support.” *NHS England website.*

Do you use social prescribing in your work? Is it available? Do you see it as different to signposting?
Social prescribing – new developments


• RCSLT – contributing to an AHP framework development. Publication around July.
How can you help promote the role of SLT within public health?
Why promote the SLT role in public health?

Prevention and wellbeing work seen as an “easy” cut in a difficult financial environment.

SLTs know the evidence supports prevention and early intervention – others do not – spread the word!

The case has been made for smoking and obesity – work to do for speech, language and communication needs
Locally

• Public health profiles
  https://fingertips.phe.org.uk/

• Share information on SLCN issues affecting the local population.

• Get to know your Public Health Colleagues.

• STP/ICS role – prevention at the heart of many of these. Do you know what your STP or ICS is and how to influence them?
Nationally

- Contribute to the Royal College of Speech and Language Therapists requests for case studies - your contribution is important - every one helps!
- RCSLT and 2 SLT reps feed in to PHE’s AHP group.
- There is a Basecamp group – new communities group available in due course.
Working with PHE at the national level

• RCSLT has worked in partnership with Public Health England and the Department for Education to develop a programme of work which aims to support children’s early language and communication.

• The programme includes the development of a speech, language and communication pathway, a new assessment tool and a training package for health visitors to improve early identification and support for children with speech, language and communication needs.

• RCSLT has been part of the expert advisory group for all three areas, drawing on the expertise of its members, and has worked closely with both Public Health England and the Institute of Health Visiting to inform the content of the health visitor training.
Working with PHE at the national level

• The Speech, Language & Communication Pathway will be for children under 5 years

• It aims to support development of fully integrated SLC pathways for children in local areas

• It will support local areas to review their provision against an integrated model SLCN pathway at a universal, targeted & specialist level
Some resources
Promoting the role of SLTs

Resources to make the case

• RCSLT public health webpages
  https://www.rcslt.org/members/clinical-guidance/public-health

• RCSLT public health factsheet
  https://www.rcslt.org/members/clinical-guidance/public-health/public-health-learning#section-4

• STP factsheet (scroll down)
  https://www.rcslt.org/policy/england#section-4

• RCSLT webinar
Promoting the role of SLTs: know the economic case

Early speech and language therapy changes lives.

- Up to 60% of young offenders have SLCN.
- 88% of long-term unemployed young men have been found to have SLCN.
- No Wrong Door, found 66% of its children in residential care had SLCN.
- Vocabulary difficulties at age 5 are significantly associated with poor literacy, mental health and employment outcomes at age 34.
- Between 40% and 54% of children with behaviour problems have language impairment.
- 7.6% of children (2 in every class of 30) start school with a developmental language disorder (DLD).
- 2.3% of children start school with a language disorder linked to another condition.
- 81% of children with emotional and behavioural disorders have significant language defects.
- 88% of long-term unemployed young men have been found to have SLCN.

Demonstrating the link to the outcomes for young people
Promoting the role of SLTs: know the economic case

Supporting end of life care in the community

SLTs supporting early discharge and preventing readmission

Helping 66% of people with dementia in care homes with swallowing difficulties

Every £1 invested in SLT for adults with aphasia after stroke generates £1.30 in improved health in daily activities.

Every £1 invested in SLT for adults with dysphagia after stroke generates £2.30 in cost savings through avoided chest infections.

Every £1 invested in SLT for adults with dysphagia after stroke generates £2.30 in cost savings through avoided chest infections.

Demonstrating the link to the outcomes for adults
Further reading...

• Making Every Contact Count https://www.e-lfh.org.uk/programmes/making-every-contact-count/


• PHE “All our health” plus guidance on various topics https://www.gov.uk/government/collections/all-our-health-personalised-care-and-population-health

Thank you

To get in touch...

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RCSLT South Central Hub Day

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#SCSLTHub
Learning & Development Team

Mark Singleton
Learning Officer

Vicky Harris
Learning Manager
Sources of CPD from the RCSLT

Events

Networking online

Conferences, study days & workshops

Getting involved

Resources
eHealth

- Aimed at SLTs!
- RCSLT’s first learning journey to be published
- Split into four sections
- [www.rcsltcpd.org.uk](http://www.rcsltcpd.org.uk)
The Box learning journey

- Aimed at CJS workers (police, courts, etc.)
- Covers the basics of SLCN, how to recognise and basic support strategies
- Designed to increase awareness and identification of SLCN within the CJS
- Lives here: www.rcsltcpd.org.uk
Leadership and Local Influencing

- Aimed at SLTs!

- Objectives:
  - Understand your leadership & influencing style
  - Build confidence in your leadership & influencing skills
  - Lead and influencing at different levels
  - Build skills for change and transformation

- Includes self-assessment tools, resources and scenarios to help you embed your learning
LEADERSHIP

Leadership Learning Journey
The key elements of leadership are explored in this learning journey.

Welcome
This website is the online learning / CPD system for the Royal College of Speech and Language Therapists. You may have arrived here from clicking a link on the main website, or have been given access to a course by an admin user. There are courses for non-members too, although you will get more benefits from being a member. Use the links on this page to see what is available to you. If you do not yet have an account you can sign up to create one.

www.rcsltcpd.org.uk
Other Resources

Log in to the main website for CPD information:
https://www.rcslt.org/members/lifelong-learning

- CPD toolkit and guidance
- Links to networks
- Links to learning opportunities: webinars, events, videos
- For CPD help call 020 7378 3012 or email info@rcslt.org
Learning Champions – activists for lifelong learning for the profession

https://www.rcslt.org/members/lifelong-learning/resources#section-11
Leadership Mentors

What?
- Adviser to help other members with leadership & business issues

Why?
- Develop own leadership skills
- Access to staff and resources at the RCSLT
- Give something back to the profession
- Counts as CPD!

How?
https://www.rcslt.org/members/lifelong-learning/leadership#section-3
Stay up to Date!

- Enewsletter stories
- Bulletin
- @RCSLTLearn
- Learning flyer
Any questions?
Where do you go for your CPD?

- What medium do you use (elearning, video, article, etc.)
When do you complete CPD?

- Dedicated time at work, or is it completed at home/in your own time (lunch breaks, evenings, etc.)?
Is the CPD offered by the RCSLT useful/relevant to your learning and CPD needs?

- We’ve seen what we currently offer
- If it is relevant, what about it is most useful?
- If it’s not, what can we do differently?
What else would you like to see from us?

- What’s a pressing need for you at the moment?
Would you like to get involved?

- Learning Champions
- Leadership Mentors
- Peer reviewers/user testing
Thank you!
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