Welcome to the webinar:

Delivering entry-level dysphagia competencies into pre-registration education and training

Tuesday 20th October 2020
8.15pm
Welcome

Judith Broll
Director of Professional Development, RCSLT
Welcome

Louise Borjes
Professional Guidance Manager,
RCSLT
Housekeeping

- Send in chat messages at any time by using the Chat button
- Send in questions by using the Q&A button
- This event is being recorded. See here for recordings: https://www.rcslt.org/webinars
- Please do fill in the survey that we’ll share after the event
- RCSLT staff are on hand to help!
Presenters

Beverley Harden

Allied Health Professions Lead, Health Education England; Deputy Chief Allied Health Professions Officer, England; Visiting Professor, University of Winchester

Professor Liz Ward

Director, Centre for Functioning and Health Research (CFAHR), Metro South Hospital and Health Service, and Conjoint Professor, School of Health and Rehabilitation Sciences, The University of Queensland

Áine Kearns

Lecturer and Regional Placement Facilitator, Speech and Language Therapy, University of Limerick
Aims and objectives

By attending this webinar, you will learn how this new, HEE-funded, UK-wide project, led by the RCSLT, will benefit UK based SLT dysphagia services, by hearing from international SLT colleagues, who have already embedded entry-level dysphagia competencies in pre-registration education and training.

Objectives

• To get an overview of the project and what this means for you
• To learn about how this has been done in Australia and Ireland
• To provide the opportunity to ask questions about this work and how you can get involved
RCSLT Entry-level dysphagia competencies
Stars aligning...

- Mutual Recognition Agreement meeting, November 2019
- COVID-19
- Health Education England

As a profession, we are obligated to deliver entry-level dysphagia competencies to ensure we optimise safe patient care within the 21st century education, health and social care environment.
About the project

• Aim: To deliver entry-level dysphagia competent graduating students from 2024 across the UK

• Working collaboratively UK-wide with academics, clinicians and HEE in 3 phases

• Phase 1 goal: To write and deliver entry-level dysphagia competencies by Feb 2021

• Applications for lead authors and working group close 23 Oct

• More info about project and how to apply: https://www.rcslt.org/members/get-involved/current-rcslt-projects/dysphagia#section-7
Next steps

• Writing internationally aligned entry-level dysphagia competencies - apply here
https://www.rcslt.org/members/get-involved/current-rcslt-projects/dysphagia#section-7 (deadline 23 Oct)

• Read about this work in November Bulletin

• Consultation 11 - 22 January 2021 - sign up here
https://forms.gle/C3nqjVkxX1Z454329

• Entry-level dysphagia competencies delivered Feb 2021

• Focus groups Feb-March 2021 - more info to come

• And much more...
Speech and Language Therapy
@BeverleyHarden
National Lead Health Education England
Future workforce

- The 21st Century Speech and Language Therapist
- Post COVID19 workforce transformation
- Building on the learning and assets of the system
- Linking across education and service for populations
- HEE supported, 4 nation potential
Future workforce

- Support and deliver regionally
- AHP faculties at systems level
- Liberate placement tariff locally
- SIM placement tariff
- Communication remains as important as ever
- Appreciate needs to fit in to packed curriculum
Future workforce

- The evolution of professions
- The advancing roles of professions
- The future workforce....
Thank you

Health Education England
Undergraduate training in dysphagia: An Australian program model

Professor Liz Ward

*Director, Centre for Functioning and Health Research (CFAHR), Metro South Health, Queensland Health*

*And conjoint professor,*

*School of Health and Rehabilitation Sciences, Faculty of Health and Behavioural Sciences, The University of Queensland*
UQ Training Programs

- Bachelor of Speech Pathology
- Graduate Entry Masters of Speech Pathology
Bachelor of Speech Pathology (Honours)

**Duration:** Four years full time

**Commencement:** Semester one (February)

**Prerequisites:** English and one of Biology, Chemistry or Physics

Successful completion of the first year of a bachelor's degree at university or two years of study at an approved junior college (conditions apply)

**English requirements:** IELTS 7 overall: 8 speaking, 7 reading, 7 writing, 7 listening

(TOEFL and Pearsons also accepted)
Master of Speech Pathology Studies

**Duration:** Two and a half years full time

**Commencement:** Semester two (July)

**Prerequisites:** A bachelors degree and completed university level studies in statistics and one of either linguistics, psychology, or physiology.

**English requirements:** IELTS 7 overall, 8 speaking, 7 reading, 7 writing, 7 listening (TOEFL and Pearsons also accepted)
What is covered in curriculum?

- Learn how to assess, diagnose, & treat clients with
  - Speech
  - Language
  - Voice
  - Fluency
  - **Swallowing disorders**

- Build a strong theoretical foundation from first year in anatomy, linguistics, psychology, research, and interprofessional healthcare.
Coursework supported by practical learning in the classroom & clinic

- Complete supervised clinical placements with adult and paediatric clients, starting in the first year of the program.

- All clinical placements sourced and supported by our Clinical Education Liaison Managers.

- Students gain a variety of clinical experiences
  - Over 200 external placements
  - UQ Telerehabilitation Clinic
  - Extensive simulation program, with UQ leading a national initiative to embed simulation using simulated patients.

Speech Pathology at UQ
All training programs accredited by Speech Pathology Australia (SPA) as per guiding policy documents......

• Still current:- The “Competency Based Occupational Standards” (CBOS) for Speech Pathologists describes the minimum skills, knowledge base and professional standards required for entry level practice in speech pathology in Australia.

• But changing to:- “Professional Standards” document - that reflects the minimum knowledge, skills and attributes required for contemporary speech pathology practice in Australia.
  - Introduced in August 2020, with the intention that the Professional Standards will apply from 1 January 2021.
  - Available via SPA website (Path:- Home » Resources For Speech Pathologists » Professional Standards » Professional Standards)
Undergraduate dysphagia education
- coursework
- simulation
- clinical practice
Guidance from SPA “Dysphagia Clinical Guideline”

- **Clinical Guideline:**
  - provides a comprehensive outline on clinical and workplace issues in a specific area of practice
  - reflects available evidence at a point in time
  - is written for speech pathologists however may also be referenced by management or consumers
  - maybe utilised to inform, guide and monitor speech pathology practice at an individual and organisational level.

- Dysphagia Clinical Guideline - First released 1994 - Most recent version released 2012
- Available via SPA website (Path: Home » Members » Clinical Guidelines)
“All clinicians, including new graduates, should have sufficient skills to appropriately assess and manage non-complex cases. Where a complex client presents, the skills of an advanced clinician are required. Supervision and mentoring should be sought from newly graduated clinicians or those with insufficient experience to manage complex cases.”

(p 13, Dysphagia Clinical Guideline + see doc for examples of complex and non-complex cases).

<table>
<thead>
<tr>
<th>Expectations of entry-level clinicians</th>
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<tbody>
<tr>
<td>Independent management of non-complex cases</td>
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<tr>
<td>Ability to conduct a clinical assessment and feeding/oral trial</td>
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<tr>
<td>Determine client safety with foods and liquids trialed</td>
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<td>Make management decisions regarding:</td>
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<td>(a) Change of diet</td>
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<tr>
<td>(b) Strategies</td>
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<td>(c) Intervention</td>
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<tr>
<td>Recognise the need for further assessment, for example:</td>
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<td>(a) Second opinion</td>
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<td>(b) Modified barium swallow</td>
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<td>(c) FEES</td>
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<tr>
<td>Prioritise clients from defined criteria</td>
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<tr>
<td>Determine safety of oral feeding vs. alternative feeding (acute clients)</td>
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<td>Provide feedback to client and referral source regarding swallowing status and recommendations</td>
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<td>Advise on risk management</td>
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<td>Basic awareness training for client, family and other health professionals</td>
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<td>Participation in clinical audits or research</td>
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Dysphagia Coursework content

- Dysphagia coursework
  - Undergraduates – complete dysphagia in Sem 2 of year 3
  - Masters course – complete dysphagia in Sem 2 of year 1

- Duration
  - Undergraduates – 42 hours contact teaching
  - Masters course – 42 hours contact teaching + 12 hours simulation
Simulation Component

• Masters program only

• 12 hours of simulated learning in dysphagia
  - Interviewing
  - Screening & a CSE
  - Therapy
  - Peadiatric feeding (non complex)
  - Simple tracheostomy management (CSE, cuff deflated with SV)
Dysphagia skill development through Simulation - at UQ

https://www.youtube.com/watch?v=XRpPRrEpNU&t=100s
(3 mins)
“Objective Structured Clinical Exam” (OSCE) exam possibilities

- UQ and Masters students in final year of their program do a SIM OSCE
- Pediatric feeding scenario
- Process
  - 2 hours of simulated learning part task activities to prepare/revise skills
  - Then an OSCE the next week
- This could be done to assess CSE skills, therapy delivery… etc
Undergraduate Clinical Practice

• All students complete a placement that involves dysphagia assessment and management prior to graduation

• Performance and competency assessed using COMPASS® - a validated competency assessment tool (not hours based)
Workforce training and competency
Competency training - workforce

- VFSS competency training
- FEES competency training
- Tracheostomy competency training
- Other specialist populations may have additional requirements set by workplace
Thank you

Professor Liz Ward
Speech Pathology,
School of Health and Rehabilitation
Sciences, The University of Queensland

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References


Pre-registration Dysphagia Competency Development in Ireland

2010 TO PRESENT

DR ÁINE KEARNS
SLT education in Ireland

- Four pre-registration programmes in Ireland
- CORU and IASLT accreditation

HEI Based: Lecturers, Practice Education Coordinators, Regional Placement Facilitators*

Service Based: Managers, Regional Placement Facilitators*, Practice Tutors, Practice Educators

- B.Sc. Clinical Speech and Language Studies
- B.Sc. Speech and Language Therapy
- M.Sc. Speech and Language Therapy (Professional qualification)
Integrating Dysphagia in pre-registration competencies

Outline of pre-entry clinical education
2010 – 2014
Ground work

- HEIs, IASLT and services worked together
- 2010 post-qualification dysphagia training for practising SLTs = building capacity/ vision for future practice educators
- 2010-2014 separate clinical education criteria for dysphagia
- 2015 to present integrated into the Student Clinical Competency Evaluation (SCCE) Form
  - 3 placement levels (novice, transition and entry)
- Individual HEI initiatives (investment in staff, timing of academic content, embedding into other modules, other practical initiatives and assessment types)
Curriculum - Academic modules and Practice Education modules

Pre 2010

Academic module – Dysphagia (lecture & practical content)

Possible placement opportunities – (not accredited)

2010 onwards

Academic module – Dysphagia (lecture & practical content)

Actively & explicitly embedded into other modules – Anatomy & Physiology, complex cases etc.

Pre-placement learning activities (Video Obs, PBL, simulations)

Placements (at all levels*)

Placements (Top up – as needed)

Knowledge and skills examined in academic and practice education modules in a variety of ways
Increased Placement Preparation

- Video observations
- Problem based and case based learning activities
- Practical sessions in both academic modules and pre-placement preparation
- E.g. Etivities (simulated sessions, narrated reflections, management mind maps for cases etc.)

Initially there was a separate clinical education handbook (up to 2014) – in UL this also included resources to support students on placement e.g. case history forms, documentation guidelines, overview of potential management approaches etc.
Placements – factors that influenced placement provision

**Facilitators**
- Practice Tutors in Hospital Settings
- Close and sustained links with HEIs
- Training for Practice Educators
- Resources for students
- Student preparation in University pre-placement
- Capacity for Top-Up placements

**Barriers**
- Questions regarding move from hours-based to competency-based development
- NB: Capacity
- PE confidence
- Timing of placements
  - Within the academic programme
  - Overlap with other universities
Impact on the SLT profession in Ireland

► Now regarded as part of the clinical skills and knowledge for SLT
► Building capacity in and across services
► Service provision improvements
  ► ? Paediatric services
► New graduate panel for employment
Factors that helped when engaging the profession to make this happen

- Building capacity at the outset – supported training in 2010
- Collaborative engagement – IASLT, HEI & (linked) services, national workshop (2014)
- Initially, final sign-off and evaluation rested with the university, now rated on the SCCE by practice educators
- Supporting existing clinicians with training/resources for competency development – modelling & guidance from Practice Tutors/Regional Placement Facilitators*
- See opportunities in all placements (part of our placement offer form – IPE and FEDS)
Biggest challenges in implementing pre–registration dysphagia competency training Ireland

- Placements
  - Signing off competencies (taking responsibility) – staff confidence and expectations for students
- Capacity
  - Need to facilitate top up clinics
  - Preplacement preparation (resources and time)
- Timelines for placements
- Initially Staffing*

Interestingly for us in UL, COVID 19 has had less of an impact on dysphagia* placement offers compared to other sites / clinical caseloads!
Helpful Tips

► Over prepare :-D
► Break everything down – placement levels / expectations for knowledge, skills and attitudes / roles & responsibilities / look at small as well as large opportunities
► Providing resources to students and to practice educators to support competency development
  ► Students – preplacement preparation, clinical resources
  ► Practice Educators – hypothetical scenarios

If doing it again - would suggest HEIs collaboratively develop a single repository for case information etc.
Thank you!!

Dr Áine Kearns

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Any Questions?
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