

RCSLT pre-registration Eating, Drinking and Swallowing (EDS) Competencies

Co-created ideas for face-to-face activities with adults and children

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Competency #1

Discuss the importance of EDS and the client's goals with the client or carer

1. **Make/ discuss EDS goals** with client and/or carer using alternative/ augmentative communication supports e.g. Talking Mats
2. **Discuss EDS preferences and needs** with the client or carer e.g. flavours, textures, utensils, cultural and religious dietary needs etc.
3. **Discuss the client's EDS goals** in client/ multi-disciplinary team/ family meeting
4. Develop and use **person-centred resources to discuss EDS goals** with a client or carer



Competency #9

Discuss client/ family/ carer perspective when taking detailed case histories relevant to EDS

1. Ask students to **prepare a resource** containing **questions to ask the client/ carer** before conducting the session
2. **Develop and use rating scales** to gain client/ carer perspectives
3. **Telephone call to client/ carer before they come to assessment** (screening/ to inform full case history/ to inform onward referral)
4. **Discuss with practice educator** to confirm client/ carer perspectives **following a case history** taking session
5. **Demonstrate consideration of equality, diversity and inclusion in case history taking** to ensure individualised care

Competency #13

Explain management programmes to clients/ families/ carers and relevant team members

1. **Call family/ carer** if not present in the session to **explain management programme** (with client's consent as appropriate)
2. **Explain a client's management plan to a multi-disciplinary team colleague** in person, via email, or at a relevant team meeting including Speech and Language Therapy handover (virtually or face-to-face)
3. **Prepare and deliver a case presentation** to explain a client's management programme at the end of the placement to relevant team members



Competency #2

Apply health and safety procedures related to working with clients at risk of / with EDS difficulties

1. Complete a **risk assessment** related to EDS activities at a home visit
2. Design a **poster on aspiration risk** for a specific client with identified risk
3. Follow **infection control procedures** (bare below elbows, wearing correct personal protective equipment, sanitising, sterilising and disposing of equipment, hand hygiene, etc.)
4. Inform a **member of the multidisciplinary team** about an **EDS-related risk** or **how to reduce this risk for a client**
5. **Conduct a catering/ mealtime audit** e.g. checking meals are the correct texture



Competency #10

Evaluate oral, facial and swallowing functioning of clients at risk of EDS difficulties

1. **Complete oral-motor assessment and swallowing evaluation** with a client, +/- **developing a checklist/guide** beforehand with which to evaluate function
2. Explore various ways to **engage different client groups in the oral motor assessment & swallowing evaluation** to elicit the necessary targets using accessible and appropriate materials
3. **Compare notes from practice educator's evaluation** and observations of an oral motor assessment & swallowing evaluation with student's own to evaluate student's own performance
4. Ask **wider team to offer opportunities for oral motor assessment & swallowing evaluation** to increase exposure/ range of presentations

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Images from www.pexels.com

