

UNIT CODE	HLTAHA035
UNIT TITLE	Provide support in dysphagia management
APPLICATION	<p>This unit describes the skills and knowledge required to provide assistance to a speech pathologist. Work includes supporting persons participating in therapy programs to improve swallowing or to maintain independence in the management of dysphagia.</p> <p>This unit applies to allied health assistants and should be performed under the direct, indirect or remote supervision and delegation of an Allied Health Professional (AHP).</p> <p>The skills in this unit must be applied in accordance with Allied Health Assistant Framework, Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Allied Health
UNIT SECTOR	Health

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Receive delegation and gather information.	1.1 Obtain written or verbal delegation for an allied health activity from the allied health professional. 1.2 Obtain information from speech pathologist or delegating allied health professional, according to organisational policy and procedures. 1.3 Discuss and confirm with delegating speech pathologist need for interpreter and treatment requirements.

2. Deliver therapeutic program as delegated by speech pathologist.	<p>2.1 Ensure consent is obtained from the individual, or a third party where applicable.</p> <p>2.2 Confirm the therapeutic outcomes defined in the program with the person and the speech pathologist.</p> <p>2.3 Provide mealtime assistance to person, as delegated by the speech pathologist, including positioning and strategies to support swallowing and maximum level of independence of eating and drinking.</p> <p>2.4 Prepare texture modified foods and fluids as delegated by the speech pathologist and in accordance with organisational procedures.</p> <p>2.5 Use motivators that reflect age and communication ability of the person.</p> <p>2.6 Provide the person time, opportunity and encouragement to practise existing and newly developed skills.</p> <p>2.7 Support the person during assessment of swallowing, performed by the delegating speech pathologist.</p> <p>2.8 Deliver supplementary treatment programs as delegated by the speech pathologist.</p>
3. Monitor management of dysphagia with speech pathologist and care team.	<p>3.1 Identify and record areas of positive progress and success and specific difficulties with the delegated speech pathologist, care team and the individual.</p> <p>3.2 Provide feedback and advice provided by the care team about the person's approach and ability to manage their dysphagia.</p> <p>3.3 Reinforce the benefits of continuing to practice and develop skills and knowledge for dysphagia management.</p> <p>3.4 Identify adverse reactions or events associated with dysphagia and escalate according to organisational procedures.</p>
4. Comply with supervisory requirements.	<p>4.1 Consult with delegated speech pathologist when additional information is required.</p> <p>4.2 Seek assistance when person presents with needs or signs outside limits of own scope of role, skills or knowledge.</p> <p>4.3 Report persons difficulties to the delegating speech pathologist before continuing the program.</p> <p>4.4 Participate in supervision processes with the delegating speech pathologist in accordance with organisational procedures.</p>
5. Document persons information.	<p>5.1 Document information relating to the rehabilitation program in line with organisational requirements.</p> <p>5.2 Provide regular feedback to the delegating speech pathologist.</p> <p>5.3 Use professional terminology to document symptomatic expression of identified problems related to the rehabilitation program.</p>

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
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Reading skills to:	■
Writing skills to:	■
Oral communication skills to:	■
Numeracy skills to:	■
Learning skills to:	■
Problem-solving skills to:	■
Initiative and enterprise skills to:	■
Teamwork skills to:	■
Planning and organising skills to:	■
Self-management skills to:	■
Technology skills to:	■

UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTAHA035 Provide support in dysphagia management
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ deliver therapeutic support and skill development for three people with dysphagia, one in simulation and two in the workplace ■ perform the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work.

KNOWLEDGE EVIDENCE	<p>Demonstrate the knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ protocols for escalation of risks ■ allied health core competencies: <ul style="list-style-type: none"> ○ person-centred care ○ individual therapy ○ group therapy ○ communication of person information ○ equipment and environment ■ scope of role of the Allied Health Assistant and Allied Health Professional ■ complications of dysphagia and an awareness of risk management protocols in response to adverse reactions or events ■ basic anatomy and physiology of body systems pertaining to structures affecting eating and swallowing ■ normal processes of eating and swallowing and changes to swallowing that occur over the lifespan ■ organisational policies and procedures in relation to: <ul style="list-style-type: none"> ○ confidentiality ○ documentation <ul style="list-style-type: none"> ● reporting ● recording patient data ● written communication to Allied Health Professional ○ professional behaviour and presentation ○ infection control practices ○ occupational health and safety ○ manual handling ○ supervisory, delegation ○ food safety program and procedures ■ postures and positioning for safe swallowing ■ techniques used in assessment of eating and swallowing, including: <ul style="list-style-type: none"> ○ bedside assessment ○ video fluoroscopy ■ disorders of eating and swallowing that may arise from: <ul style="list-style-type: none"> ○ acquired injury and disease ○ congenital abnormalities ○ degenerative disease ○ developmental delay ■ legal and ethical considerations relevant to allied health: <ul style="list-style-type: none"> ○ duty of care ○ informed consent ■ principles of empowering the older person ■ principles of empowering people living with disability or serious mental illness ■ changes related to ageing ■ concepts of holistic health and wellbeing ■ social determinants of health. ■ concepts of the medical model, the biopsychosocial models and the human rights based approach of allied health interventions ■ principles of choice and control ■ concept of reablement
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<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in the workplace or in a simulated environment. All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> ■ access to suitable facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies ■ access to individualised plans and any relevant equipment outlined in the plan ■ access to organisational policies and procedures ■ opportunities for engagement with real people accessing allied health services. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors and be an allied health assistant with a minimum of three years of professional experience in allied health services or a recognised Allied Health Professional.</p>
<p>LINKS</p>	<p>Companion Volume Implementation Guide</p>