

**Student log for feeding, eating, drinking and swallowing competencies / dysphagia
Novice to entry level**

Student name

Practice educators and students are required to evaluate and rate their skills and competencies in the area of feeding, eating, drinking and swallowing in this log during each placement. Practice educators should sign for competency level demonstrated in each area and leave blank those which have not developed or being evident during the placement. The log and the required evidence should be retained by the student for the duration of the clinical education programme and submitted for audit by the practice education coordinators as requested.

Competency rating descriptors ¹

Level 1 Novice (N)	Level 2 Transition (T)	level 3 Entry
Minimal experience in the practice area; Knowledge base and skill base limited. Needs specific direction and/or demonstration from practice educator / colleagues	Knowledge and skills consolidated in familiar contexts. Follows preset assessment and intervention procedures with direction. Moderate level of supervision and monitoring required in familiar contexts with specific direction and/or demonstration for new procedures / atypical presentations.	Competent across a range of clinical contexts. Integrated knowledge and experience results in efficient performance in routine procedures. Specific direction and/or demonstration required for complex or novel presentations /conditions

Assessment	N Date	Signature	T Date	Signature	E Date	Signature
Recognize signs and symptoms of feeding, eating, drinking and swallowing disorders						
Identify social cognitive, behavioural, and psychological factors contributing to feeding, eating, drinking and swallowing and/or feeding status						
Identify , atypical structure and function medical conditions, and medications which may be indicative of dysphagia						
Obtain details related to client's current oral intake situation (e.g., positioning, feeding dependency, environment, diet modification, compensations)						
Identify appropriate feeding, eating, drinking and swallowing assessment procedures						

¹ It is not expected that students will have opportunities to develop all competencies to the same level during specific placements. Practice educators should only certify what is achieved during the placement under their supervision. If significant gaps in development are noted these should be brought to the attention of the practice education coordinator by the student.

Conduct an oral examination to assess oral, pharyngeal, laryngeal, and respiratory structures and functioning for speech and swallowing and relate it to neurological function						
Administer, record and evaluate appropriate clinical FEES assessment						
Identify potential aspiration risks						
Identify need for objective / instrumental swallowing assessment						
Communicate findings and recommendations to client, family and other health professionals orally and in writing						
Identify values and attitudes of client /significant other to feeding and swallowing						
Identify indicators for swallowing therapy and show awareness of non oral intake options						

Management and intervention	N Date	Signature	T Date	Signature	E Date	Signature
Identify the need for consultation /referral to other team members (e.g. clinical nutrition/dietetics)						
Support client and caregivers in decision-making						
Recommend appropriate oral intake method (s) and quantities, taking into account the client's medical, swallowing, feeding, cognitive, and behavioural status and psychosocial factors.						
Set measurable short and long-term treatment goals targeting appropriate feeding and swallowing outcomes						
Recommend appropriate postural, sensory, cognitive, visual and/or perceptual strategies to enhance feeding and swallowing function						
Recommend appropriate food and fluid consistencies						
Identify appropriate compensatory and/or rehabilitative management techniques to improve efficacy of feeding and swallowing						
Provide effective education and/or training to clients and carers using selected management techniques						
Maintain collaborative working relationships with other health professionals involved in the client's care						
Select and modify appropriate assistive feeding utensils						
Evaluate the client's response to treatment						
Identify need for review assessment						
Revise treatment/ discharge plan as appropriate						