

Contents of this document are entirely produced by Nectar project, therefore EACEA and European Commission have no responsibilities on them. AGREEMENT NUMBER – 621707-EPP-1-2020-1-BE-EPPKA2-SSA



Activity coordinated by:  
SI4LIFE

## LESSON PLAN LO2-A-B-3

**Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals**

**Authors:**  
**REGINA ROLLER-WIRNSBERGER,**  
**CAROLIN HERZOG - MUG**



Co-funded by the  
Erasmus+ Programme  
of the European Union





## Introduction

This template would allow to formalize a suggested approach to the teaching of LO2-A-B-3. Once completed it can be used by teachers in order to design their own lessons addressing the specific LO.

## Lesson plan for LO2-A-B-3

LO2-A-B-3	
<b>Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals</b>	
<b>KNOWLEDGE</b> He/she is able to: <ul style="list-style-type: none"><li>Describe the main swallowing problems</li></ul>	<b>SKILLS</b> He/she is able to: <ul style="list-style-type: none"><li>Analyse and evaluate how clients can take in modified meals in collaboration with health professionals</li><li>Apply the right food preparation techniques to adapt food according to swallowing client's needs</li><li>Monitor food uptake in order to check effectivity of a primary food care intervention</li></ul>



## Lesson Plan LO2-A-B-3

### PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- TAKE RESPONSIBILITY for the food modification of clients
- Recognize WITH RESPONSIBILITY clients' needs for adapted food
- Apply critical thinking and specialized problem-solving skills when adapting food according to swallowing client's needs

**MANDATORY OR OPTIONAL:** *MANDATORY*

#### **LINK TO OTHER LOs:**

*Linked to: LO2-A-B-1 LO2-A-B-2 LO2-C-D-1*

*Preparatory for: LO3-B-1 LO3-B-2 LO6-A-B-1 LO6-A-B-2 LO6-A-B-3 LO6-D-1 LO6-D-2 LO6-D-3*

**EQF LEVEL:** **EQF5**

**OTHER NOTES:** *Team working competencies are addressed in LO7-A-2 LO7-C-1 LO7-C-3*

## PREPARATORY LOS

There are no preparatory LOs.

## FLEXIBILITY TABLE SUGGESTIONS ABOUT EDUCATIONAL STRATEGY

Lecture:	face to face or online
Individual study:	face to face or online
Group work:	NO
Lab:	face to face
WBL:	face to face

## HOW TO ADDRESS THE NEEDED KNOWLEDGE (EQF 5)

### CONTENTS AND MATERIALS

KNOWLEDGE TO BE ADDRESSED	RELATED CONTENTS	EDUCATIONAL MATERIALS
Introduction of the LO (background on dysphagia and why consistency adjustment is important)- cross-reference (refresh LO-A-B-1 & LO-A-B-2)		Agenda of the module and expected work and input from participants. Glossary as pdf document.  MOOC and/or face to face lecture
Describe the main swallowing problems	<ul style="list-style-type: none"> <li>• Description of the main reasons for dysphagia</li> <li>• Consistency-defined diet – Consistency adjustment options</li> <li>• Practical tips/ suggestions for the consistency adjustment process</li> <li>• Main responsibilities in the process of dysphagia (diagnosis, recommendations/ therapy, implementation, monitoring)</li> </ul>	MOOC and/ or ppt presentation for face-to-face lecture  pdf material  Student's working individually on a case-based scenario (persona) followed by the simulation and discussion of cases in a lab situation  Work-placed training at site of occupation discussing scenarios with colleges/ other chefs to deepen understanding (template of how this training runs)



## **SUGGESTED ACTIVITIES FOR ADDRESSING THE NEEDED KNOWLEDGE (in compliance with flexibility table)**

### **How can you share with students the needed contents?**

A face to face or online lesson as well as the Nectar MOOC will deal with an introduction of the LO and provides an overview of contents, educational materials or rather expectations to be met by the students. In further lessons the contents listed in the table above will be addressed by the same educational strategies, using personas (case-based learning) (where appropriate) in order to illustrate typical representatives of the target group (older adults) and facilitate understanding, imagination and retentiveness.

Alongside the lecture and/or MOOC content, individual mostly case-based learning and a lab simulation is planned to demonstrate the different needs based on personas. In order to deepen knowledge and understanding work-placed learning is intended, supported by a description and template of how it should be conducted.

The following documents/ papers will be distributed among the lecture (either face to face or online) or shared on local learning platforms for continuing self-learning (individual study):

- An agenda and a glossary, provided at the beginning of the LO to facilitate reading and learning
- Pdf reading material
- Templates for case-based scenarios (personas) and following lab simulation
- Templates for work-placed trainings

## **HOW TO ADDRESS THE NEEDED SKILLS (EQF 5)**

List the “crucial professional steps/activities characterizing the CGE” with respect to the skills addressed by this LO. They should be addressed by the training in order to assure that they will be transferred/reproduced by students in their daily practice.

- Collaborate with health professionals on a case-based foundation
- Identify the need of modified meals and required level of consistency adjustment
- Implement the appropriate food preparation technique based on the needs
- Monitoring and, if necessary, ongoing adjustment of consistency until the appropriate needs-dependent consistency is achieved

## **DESCRIBE HOW THESE SKILLS CAN BE ADDRESSED**

If you plan Work Based Learning, describe how it will address specific skills

Work Based Learning will address skills by:

- reflective thinking in practice settings (homework)
- discussion of client scenarios with colleagues in terms of the whole professional steps/activities
- active feedback loops between students

## **ADDITIONAL HINTS ABOUT HOW TO ADDRESS PERSONAL AND TRANSVERSAL COMPETENCES**

- Create and promote awareness for the responsibility and role of chefs within the process of dysphagia
- Description of the main responsibilities of professional groups involved in the clinical picture/ disease pattern of swallowing problems/ dysphagia



## Lesson Plan LO2-A-B-3

- Graphic presentation similar to a care pathway (who recognizes dysphagia in different settings or is responsible for the diagnosis, to whom needs this information be passed on, who analyses and makes therapy recommendations and who implements it in practice)
- In terms of applying critical thinking and specialized problem-solving skills in this context:
- Presentation of a cost/ benefit analysis and description of the effects if no consistency adjustment takes place