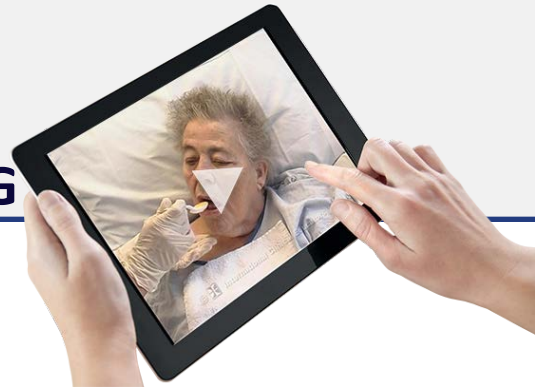


ICE *Lesson Plan*

FEEDING, EATING, AND SWALLOWING



This lesson plan is designed to supplement your lecture and provide specific lab activities related to the role of OT and SLP in interventions to address safe feeding, eating and swallowing.

Learning Objectives

By the end of this activity, the successful student will be able to:

1. Discuss assessments that are appropriate for feeding, eating and swallowing.
2. Plan and implement a simulated intervention session for feeding, eating and swallowing, within the context of case-based learning.
3. Describe and differentiate the roles of the occupational therapist and speech language pathologist related to feeding, eating and swallowing.

This activity supports the requirements for:

- The Accreditation Council for Occupational Therapy (ACOTE) standards for
 - OT: B.4.4, B.4.5, B.4.10, B.4.16
 - OTA: B.4.4, B.4.10, B.4.16
- The Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology 3.1.4B, 3.1.5B

LEARNING ACTIVITIES

Watch

Assign this video for students to watch before, during or after class: **Assessment of Swallowing in Acute Care, Parts 1-6**. In these 6 videos, totaling approximately 15 minutes, the clinician evaluates the ability of a recent stroke survivor to safely eat and swallow various types of food and liquids, to ensure adequate intake while preventing aspiration and related complications. The practitioner articulates the recommended precautions in Part 5; therefore you can consider discussing this with students prior to showing this video.

Discuss

Stimulate small or large group discussions with questions, such as:

1. How does seated surface and position affect feeding?
2. Would any adaptations facilitate self-feeding?
3. What oral-motor assessments might be important to perform prior to introducing food and liquids?
4. How could tone, range of motion and strength of the face and mouth be assessed?
5. What might you palpate during swallowing and why?
6. How can you ensure that food or liquids are safely and effectively swallowed?
7. What are the signs of aspiration?

LAB ACTIVITY



Materials Needed

- Non-powdered gloves
- Towels
- Sterile tongue depressors
- Paper towels
- Plastic spoons
- Cups for water
- Applesauce (individual cups)
- Pudding (individual cups)
- Soft cookies
- Crumbly cookies
- Crackers



Activity: Feeding and Swallowing

Students work with a lab partner to perform a feeding, eating and swallowing intervention. This role-play activity allows one student to act as the practitioner and the other student to act as the patient (Ellanora) would, perhaps in an intervention that would follow the video. After completing the activity, lab partners should switch roles.

The student acting as the practitioner should position the lab partner optimally, to ensure safe feeding and swallowing. Following standard precautions, the student will feed their lab partner small amounts of foods and liquid of differing textures. Recommended foods include pudding, applesauce, soft cookie, crumbly cookie, and cracker. Students should use their dominant hand to spoon the food into the partner's mouth, and the non-dominant hand to palpate swallowing. Cup of water can be used, with or without a straw, to clear the mouth between foods. The water can also be used to dip the foods in, to soften them for different textures. The student should begin feeding the lab partner, then facilitate a self-feeding activity for the patient, while continuing to assess effectiveness of swallow.

REFLECT AND DISCUSS:

1. How comfortable are you feeding someone else? How comfortable are you when someone else feeds you? What, specifically, made you uncomfortable?
2. Which foods listed above would you use for each level of a dysphagia diet?
3. How did the different textures of food impact creation of the bolus in the mouth?
4. How did you ensure that the food was safely and effectively swallowed?
5. What are the roles of an occupational therapist and a speech-language pathologist for feeding, eating and swallowing? How can these professionals work collaboratively?



Watch and do more!

- Using your textbooks and resources for the class, have students perform an oral-motor assessment with a lab partner.
- Have students write a documentation note on the intervention session.
- Have students write goals for this case, consistent with their discipline.
- Prepare an interprofessional event with occupational therapy and speech language pathology students to use the videos in the review of professional roles.

Search the ICE Video Library for additional videos on this topic.

Here are two examples:

- **Spinal Stenosis, 3 months past surgery: ADLs during breakfast**
- **Upper Extremity: Initial Assessment in Acute Care Part 2 (mealtime)**



Resources for Faculty/Student Reading

American Occupational Therapy Association (2017). The practice of occupational therapy in feeding, eating, and swallowing. *American Journal of Occupational Therapy*, 71(Suppl. 2). 7112410015. <https://doi.org/10.5014/ajot.2017.716S04>

Avery, W. (2014). Dysphagia. In M.V. Radomski & C.A.T.Latham (Eds.), *Occupational therapy for physical dysfunction* (7th ed.) (pp. 1327-1351). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

Biczko, F., & Feightner, K. (2007). Dysphagia in the older adult: The roles of speech-language pathologists and occupational therapists. *Topics in Geriatric Rehabilitation*, 23(3), 220-227. doi: 10.1097/01.TGR.0000284766.30549.06

Smith, J. (2018). Eating and Swallowing. In H.M. Pendelton & W. Schultz-Krohn (Eds.), *Pedretti's occupational therapy: Practice skills for physical dysfunction* (8th ed.) (pp. 669-700). St. Louis, MO: Elsevier.

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