

## **COMPETENCIES, CRITERIA, AND CLIENT OUTCOMES**

### **Specialty Certification in Feeding, Eating, and Swallowing (Adults or Children) Occupational Therapist**

This document represents the competencies and criteria that applicants must use for building their certification portfolio. Complete information about the requirements for certification and instructions on how to complete a certification application can be found in the Feeding, Eating, and Swallowing Specialty Certification Handbook for occupational therapists.

#### **COMPETENCY A**

**Performs an individualized occupational therapy feeding, eating, and swallowing evaluation (clinical and instrumental) to identify factors that may facilitate, compensate for, or inhibit the occupational performance of eating in the client's relevant contexts.**

**Client Outcome:** Client and relevant others will have an awareness of (or understand) the factors that contribute to and affect an individualized feeding, eating, and swallowing evaluation.

<b>Standard</b>	<b>Criteria</b>
Knowledge	A1. Has knowledge of relevant assessment tools for clinical or instrumental evaluation(s) of feeding, eating, and swallowing, including knowledge of evidence, literature, and epidemiological data.
Knowledge	A2. Has knowledge of body functions and body structures within the context of the client that influence feeding, eating, and swallowing.
Knowledge	A3. Has knowledge of the interrelationship of the respiratory system and the effects of medications on feeding, eating, and swallowing within the client population served.
Critical Reasoning	A4. Synthesizes assessment data regarding the quality, integrity, and safety of swallowing during the pre-oral, oral preparatory, oral, pharyngeal, and esophageal phases, including the need for instrumental evaluation.
Critical Reasoning	A5. Integrates guidelines from facility, the American Dietetics Association, and other relevant sources for determining selection of appropriate trial food and liquid consistencies, presentation, and amounts offered during clinical trials.
Performance Skills	A6. Administers and interprets selected clinical and instrumental assessment tools according to appropriate protocols, guidelines, and standards.
Interpersonal Skills	A7. Collaborates with client and relevant others to gather background information (e.g., medical, cultural, spiritual) that affects feeding, eating, and swallowing.

**COMPETENCY B**

**Engages client and relevant others in identification and prioritization of strengths and limitations to plan occupational therapy interventions for feeding, eating, and swallowing.**

**Client Outcome:** Client and relevant others actively participate in the development and implementation of the individualized feeding, eating, and swallowing intervention plan that reflects the client's contexts.

<b>Standard</b>	<b>Criteria</b>
Knowledge	B1. Has knowledge of relevant evidence, literature, outcome data, and epidemiological data related to feeding, eating, and swallowing interventions that address the person, occupation, and context.
Knowledge	B2. Has knowledge of specific medical diagnoses and developmental, social, and cultural factors that may influence feeding, eating, and swallowing during the occupational therapy intervention process.
Critical Reasoning	B3. Integrates knowledge of feeding, eating, and swallowing intervention methods with evaluation findings to develop an individualized occupational therapy intervention plan that meets client's immediate needs and demonstrates consideration for long-term consequences.
Performance Skills	B4. Selects and provides modifications and assistive technology to improve the occupational performance of feeding.
Interpersonal Skills	B5. Collaborates with client and relevant others to establish feeding, eating, and swallowing goals that address the client's occupational context.
Ethical Reasoning	B6. Understands and responds to ethical, legal, and risk management issues that may arise with clients and relevant others regarding a client's individual situation or needs surrounding the treatment plan for feeding, eating, and swallowing.

**COMPETENCY C**

**Implements occupational therapy in feeding, eating, and swallowing interventions to optimize safe participation in relevant contexts, adequate nutrition, and quality of life with consideration of psychosocial issues for immediate and long-term implications.**

**Client Outcome:** Client will safely feed, eat, and swallow at optimal level of performance in relevant contexts to meet feeding, eating, and swallowing needs, including nutritional and psychosocial needs and quality of life.

<b>Standard</b>	<b>Criteria</b>
Knowledge	C1. Has knowledge of strategies to ensure that immediate and long-term nutrition, hydration, and medication needs are not compromised.
Knowledge	C2. Has knowledge of the religious, cultural, social, emotional, and other contextual influences of the client related to food that may affect occupational therapy service delivery.
Critical Reasoning	C3. Makes decisions and recommendations regarding selected interventions that consider the pre-oral, oral preparatory, oral, pharyngeal, and esophageal phases of swallowing and reflect the client's current and potential level of functioning.
Critical Reasoning	C4. Synthesizes information from the occupational therapy process to make decisions regarding termination of service delivery for feeding, eating, and swallowing.
Critical Reasoning	C5. Integrates evaluation and ongoing reevaluation findings to develop recommendations that consider the priorities and safety of the client and relevant others and are based on best practice and best evidence.
Interpersonal Skills	C6. Develops and sustains team relationships to meet identified client feeding, eating, and swallowing needs.
Performance Skills	C7. Considers the level of understanding by the client and relevant others when implementing direct and indirect feeding, eating, and swallowing interventions to promote optimal level of occupational performance.
Performance Skills	C8. Supports the client and relevant others through immediate and long-term decision making, training, and follow-up to meet needs relating to feeding, eating, and swallowing.
Ethical Reasoning	C9. Recognizes when needs of the client are beyond own limitations or scope of practice and makes appropriate referrals or recommendations to the team.

**COMPETENCY D**

**Documents and communicates the occupational therapy skilled evaluation, intervention, and discharge plan to the client and team in order to ensure optimal outcome and reimbursement.**

**Client Outcome:** Client receives appropriate services that are documented and eligible for reimbursement.

Standard	Criteria
Knowledge	D1. Has knowledge of relevant documentation, billing, and coding requirements related to feeding, eating, and swallowing.
Interpersonal Skills	D2. Uses appropriate terminology associated with feeding, eating, and swallowing to document and communicate evaluation results, intervention plan, and recommendations to client and relevant others.
Performance Skills	D3. Documents the client's initial and ongoing responses to intervention, modifications to intervention plan, and achievement of client goals to ensure safety.

**COMPETENCY E**

**Contributes to client access and quality improvement of occupational therapy services for persons with feeding, eating, and swallowing issues.**

**Client Outcome:** Client and relevant others are able to access needed services for feeding, eating, and swallowing and benefit from ongoing program evaluation and improvement in occupational therapy service delivery.

Standard	Criteria
Knowledge	E1. Has knowledge of access strategies to obtain occupational therapy services relevant to feeding, eating, and swallowing covered under the Individuals With Disabilities Education Improvement Act (IDEA), Medicare, and other community health care payer and provider systems.
Knowledge	E2. Has knowledge of program evaluation methods appropriate for population served and occupational therapy outcomes relevant to feeding, eating, and swallowing.
Critical Reasoning	E3. Analyzes and synthesizes information from program evaluation data and other relevant evidence and best practices to modify service delivery.
Performance Skills	E4. Develops the ability of clients and relevant others to advocate for their own access to feeding, eating, and swallowing services.
Interpersonal Skills	E5. Collaborates with consumers and team members to advocate for occupational therapy access and critically review program outcomes.
Ethical Reasoning	E6. Advocates for client choice regarding quality-of-life and end-of-life issues related to feeding, eating, and swallowing.