Standardization of Dysphagia Diets: A Model of Successful International Engagement

INTRODUCTION

The labels we use to describe the consistency of liquid or the texture of food used in dysphagia management are subjective, but delivering food or water of inappropriate consistencies presents a serious safety risk. Common terminology with clear definitions, and practical measurement guidelines could improve patient safety. The International Dysphagia Diet Standardisation Initiative (IDDSI) provides a new framework for classifying and labeling food and drink consistency as well as simple tests that can be used by clinicians, food service professionals and caregivers to confirm the characteristics of a food or drink item before it is served to a person with dysphagia. The framework facilitates clear communication across clinicians, hospitals, cities, and international borders and illustrates the practical value of international engagement.

LEARNING OUTCOMES

After completing this session, you will be able to:

• confirm the flow level of a liquid using the IDDSI syringe flow test
• identify the texture level of a food product based on particle size and hardness, using the IDDSI food texture testing methods
• identify steps toward implementation of the IDDSI framework

PROGRAM HISTORY and IMPORTANT INFORMATION

Original recording date: November 16, 2016
End date: November 16, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before November 16, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.05 ASHA CEUs (Intermediate level, Professional area).
STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*